DOCUMENT RESUME

ED 361 690 CS 213 979

AUTHOR McAllister, Elizabeth Jo
TITLE A Study To Determine the Effectiveness of a Listening Skills Program on Language Structured Auditory Retention.
PUB DATE Apr 82
NOTE 120p.; M.A. Thesis, Salem College.
PUB TYPE Dissertations/Theses - Masters Theses (042)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Elementary School Students; Evaluation Methods; Grade 2; *Instructional Effectiveness; Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Primary Education; *Student Evaluation
IDENTIFIERS Harrison County Schools WV; Listening Research; *SRA Listening Skills Program

ABSTRACT

A study determined the effectiveness of a listening skills program on language-structured auditory retention. The Language-Structured Auditory Retention Span Test (LARS) was used as the testing instrument, and the SRA Listening Skills Program was used as the structured listening program. Subjects, 20 second-grade students from Wilsonburg Grade School in Harrison County, West Virginia, were given a pretest using the LARS A test. Twenty-four SRA Listening Skills Lessons were presented to the entire class on 24 days with each student being present for at least 15 of the lessons. The LARS B was given as a posttest. The statistical analysis applied to the data was the t-test for related measures. Results indicated a statistically significant difference between pretest and posttest means, and that scores for 17 of the 20 students improved after being presented with the listening skills program. Findings suggest that a structured listening program can increase the listening ability of students. (Six tables of data are included; 21 references, LARS A and B tests and scoring information,and all 24 lessons of the SRA Listening Skills Program are attached.) (Author/RS)

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ED 361 690

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A STUDY TO DETERMINE THE EFFECTIVENESS OF A LISTENING SKILLS PROGRAM ON LANGUAGE STRUCTURED AUDITORY RETENTION

A Thesis

Presented to

the Faculty of the Graduate School

of Salem College

In Partial Fulfillment

of the Requirements for the Degree of

Master of Arts

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by

Elizabeth Jo McAllister

April 1982

CS213978

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ABSTRACT

The purpose of this study was to determine the effectiveness of a listening skills program on language-structured auditory retention. The Language-Structured Auditory Retention Span Test (LARS) was used as the testing instrument and the SRA Listening Skills Program was used as the structured listening program.

Twenty, second grade subjects from Wilsonburg Grade School in Harrison County, West Virginia were given a pre-test using the LARS A test. Twenty-four SRA Listening Skill Lessons were presented to the entire class on twenty-four days with each student being present for at least fifteen of the lessons. The LARS B was given as a post-test. The statistical analysis applied to the data was the t-test for related measures.

It was hypothesized that there would not be a significant difference in the length of auditory retention by the second grade students at Wilsonburg Grade School after being subjected to the SRA's Listening Skills Program, when tested at the .05 level of significance. Using the results from the study the null hypothesis was rejected with the t-test results of 4.107 exceeding the 2.093 value at the .05 level.

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Chapter 1

INTRODUCTION

Although the basic requirements for communication simply involve a sender, a message, and a receiver, meaningful communication in elementary school does not automatically take place when the teacher (a sender) gives instruction, whether written or spoken, (a message) to a class (a receiver). Often between the sender and the receiver there is a breakdown of the communication process.

Is there a relationship between listening skills and reading skills? Does the elementary student recieve instruction equally in listening as compared to the other language arts: reading, writing, spelling and english? In general, here is what happens to a student as he goes through school and afterwards.

> The child in the first grade is a better listener than reader. As his schooling progresses a great deal of time is spent on reading. In the typical school, however, he will not receive formal training or practice in how to listen.
>
> His ability to read gains a foothold and then begins to improve. As the years go by, his reading ability continues on an upward curve. His listening ability also increases, but it's a losing race. After a few years, probably around the fifth or sixth grade, the youngster's skill at reading is winning the race. He can understand his lessons better by using his eyes than by using his ears. From this point onward, listening drops farther and farther behind reading.
>
> But when we leave school, personal communication most often depends upon the ear. Most of an adult's

> information is gained through listening. The poorly trained ear works overtime. The percentage of time spent reading drops off rapidly when school is over for good.[1]

Baker and hackett raised the still unanswered question. "Can listening be taught?" In other words is listening made up of distinct and seperate subskills which can be measured on diagnostic test and addressed in a classroom?[2] Although there is some doubt whether listening can be taught, other researchers, Guthrie, Tyler, Reed, Kozminsky, Duker, Walker and others have researched the need of listening skills as is related to reading skills with a general conclusion that teaching one will enhance the other. The Board of Education of Ontario, Canada gave the reasons for writing a Listening / Speaking Booklet K-8 as "Research findings encourage us to believe that listening skills can be taught and that such training is transferred to the learning process, even to general learning ability."[3] Their findings suggest that further research is needed to determin if the teaching of listening skills will enhance the learning process.

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[1]Ralph G. Nichols and Leonard A. Stevens, Are You Listening? (New York: McGraw-Hill Book Co., Inc., 1957) p. 14.

[2]Myron C. Tuman, "A Comparative Review of Reading and Listening Comprehension," Journal of Reading, Vol. No. 8, May 1980, p. 103.

[3]London Board of Education (Ontario), "Listening/ Speaking Skills Booklet: Kindergarten to Grade Eight," ERIC (1978), Ed 170-781, p. 1.

Problem

Will a structured listening skills program (SRA) alter a second grader's language auditory retention span?

Hypothesis

There will be no significant difference in the length of auditory communication by second graders at Wilsonburg Grade School after being subjected to a structured listening skills program (SRA).

Importance of the Study

When children first enter school there are wide differences among them in their sensitivity to sound signals. These differences occur in:

1. auditory acuity, or the sensitivity of hearing as measured by the amount of sound energy necessary for a person to hear:
2. auditory discrimination, or the ability to distinguish sound which are somewhat alike, such as the sounds of the letters p and b or the words "seeing" and "ceiling":
3. auditory comprehension, or the ability to understand and remember the meanings back of the word signals:[4]

This study will be concerned with the development of auditory comprehension.

Children have many reasons for listening. They listen to parents, teachers, they use the telephone, they engage in conversation and discussion, they enjoy

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[4]David H. Russell and Elizabeth F. Russell, Listening Aids Through the Grades (New York: Teachers College Press, Teachers College Columbia University, 1966), p. 27.

stories and factual reposts, follow directions or announcements, give some attention to radio programs, appreciate phonograph records, and hear (and see) movies and television programs. These varied activities suggest that words like hearing, or even listening, are not specific enough to describe accurately all of these activities. Russell says, "Children hear generally, they listen to sounds, but they learn to listen with comprehension and appreciation."[5] In this study, however, listening will refer to comprehension and understanding.

Just as reading is more than seeing or observing because it ivolves accurate understanding and interpretation of written words, so is listening more than hearing because it requires accurate understanding and interpretation of spoken words. As the child who reads must react to the words of the page with understanding and use, so the child must go beyond mere listening to interpretation and use of what is heard.

The purpose of this study is to try to determine if the presentaion of a listening skills program will improve the listening ability of the student and make the inclusion of a listening skills program a worthwhile addition to the primary grade curriculum.

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[5]David H. Russell and Elizabeth F. Russell, Listening Aids Through the Grades (New York: Teachers College Press,Teachers College Columbia University, 1968), p. 3.

Definition of Terms

Language-Structured Auditory Retention Span Test, (LARS). This test is a tool designed for those who have a need to define and remediate or circumvent disabilities in language functioning for children of mental age three years and seven months old through adult, individaully tested. LARS helps to determine the approximate length of language-structured communication which a testee may be able to retain.[6]

Science Research Associates, Inc. (SRA), Listening Skills. The Listening Skills Program is recorded listening lessons aimed at the development of listening comprehension. They are designed to help the child use, recognize, and enjoy oral language for its function as a bridge between his own thought process and those of others and to lead him to take pleasure in the music and cadence of spoken words at his level of development.[7]

Wilsonburg Grade School. Wilsonburg is an elementary school located in Harrison County, West Virginia. It includes grades one through six, with an enrollment of about 200 students.

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[6]Luis Carlson, Language-Structured Auditory Retention Span Test (Novato, California: Academic Therapy Publications, 1973), p. 5.

[7]Dorothy Kendall Bracken and Jimmye Dobbs Hays, SRA Listening Skills Program, Primary Level Ib (Chicago, Illinois: International Teaching Tapes, Inc., 1970) p.1.

Listening. "Listening is a variety of educational and social situations: listening involves, but is not limited to, hearing, perceiving, discrimination, interpreting, synthesizing, evaluation, organizing, and remembering information from verbal and non-verbal messages."[8]

Hearing. The process of vibrating sound waves being received by parts of the ear and in turn relayed to the brain as the sensation of sound.[9]

Listening Skills. One of the four communication skills: reading, speaking, listening and writing. Listening skills as other language art skills pertain to (1) vocabulary, (2) sentence structure, (3) note taking, (4) outlining , and (5) grammar and correct usage.[10]

Language-structured. Symbols (words) which are placed in an orderly relationship with one another according to conventions accepted and understood for the transmission of messages in language-structured.[11]

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[8]Barbara Lieb-Brilhart, "oral Communication Instruction in the United States of America: Emerging Issues," ERIC (July 1979), Ed 180-029, p. 18.

[9]Vaden W. Miles, College Physical Science (New York: Harper and Row Publishers, 1964), p. 181.

[10]Martha Dallmann, Teaching the Language Arts in the Elementary School (Dubuque, Iowa: Wm. C. Brown Co., Pub., 1966), p. 131.

[11]Michael Girdansky, The Adventure of Language (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1063), p. 37.

Limitation of Study

The LARS test used in this study has the following limitations: 1) Persons with unusually inadequate English vocabularies, for their ages, may do poorly on the test. More than one unfamiliar word in a sentence makes a great deal of difference in being able to repeat it. 2) When the speech of the examiner is markedly different from the speech to which the testee is accustomed, the test is not an assessment of auditory retention span. However, it may be a good assessment of the difficulties the testee faces in a learning setting.[12]

The sample size (n=20) is small; therefore, application of research results cannot be generalized to other situations.

Summary

The world of the 1980's will see the use of listening skills as compared with other communication skills as much in demand as when Rankin conducted his survey in 1926. This demand should increase teachers' awareness of the listening needs of students. The purpose of this study was to try and determine if the presentation of a listening skills program will improve the listening ability of the students and make the inclusion of a listening skills program a worthwhile addition to the primary grade curriculum.

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[12]Sam Duker, Listening: Readings (New York: The Scarecrow Press, Inc., 1966) p. 28.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

"I read you loud and clear." In English these words have come to mean that a listener has clearly heard and understood a spoken message.[13] There are so many problems that can keep a listener from understanding what has been said. This chapter will review some of these problems, including factors that can affect listening and look at listening skills, listening needs, and listening objectives.

Listening Problems

"If Johnny would only listen, maybe he could learn something." How many times has the elementary teacher had similar thoughts?

One exasperated college girl said about her date, "He spent the entire evening talking about himself and ended up thinking he knew all about me."

Poor listening in big business made one New York City firm provide every desk with a printed memo pad with the following words printed across the top: DON'T SAY IT!

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[13]Myron C. Tuman, "A Comparative Review of Reading and Listening Comprehension," Journal of Reading. Vol. 23, May 1980, p. 698.

WRITE IT!

What couses this wide-spread problem with listening? Landry blames the problem on lack of listening instruction and states that:

> Instruction in listening has been a notably neglected area. Among reasons cited are its intangible nature, time to teach it in a curriculum already over crowded, particularly by demands made on time by the teaching of reading, the neglect of training teachers how to teach it, and of the production of instructional materials.[14]

Why does the lack of listening instruction cause listening problems? Several years ago, Paul T. Rankin, Assistant Superintendent of Schools in Detroit, did a survey to ascertain the amount of time adults spent talking, reading, writing and listening. The results were as follows:

> He found that on the aaverage, seventy percent of his subjects' waking day was spent in verbal communication. He also learned that of all their verbal communicating time, the adults spent an average of nine percent in writing, sixteen percent in reading, thirty percent in talking and forty-five percent in listening.[15]

What does this mean to the classroom teacher? Should we spend forty-five percent of the day teaching reading?

Teacher Awareness of Listening Needs

Most teachers have experienced the child who says

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[14]Donald L. Landry, "The Neglect of Listening," Elementary English. (May, 1969), p. 601.

[15]Ralph G. Nichols and Leonard A. Stevens, Are You Listening? (New York: McGraw-Hill Book Co., Inc., 1957), p. 6.

after instructions were given for an assignment. "I didn't hear what you said, would you please repeat the instructions?" Now the teacher isn't going to read the instructions louder, because she/he knows that the child really meant that he didn't understand the instructions. The teacher will then explain the instructions in a different more personal way. Do teachers really realize the importance of listening in the classroom?

Wilt did a study addressing this problem distributing 2161 questionaires in forty-seven states. The results indicated 61.8% of teachers ranked reading the most important skill, 42.7% ranked listening second, 37.3% ranked speaking third and 74% ranked writing fourth.[16] Wilt further states:

> A world citizenry that listens nearly half its waking hours needs teachers who think skill in listening is important, more important, perhaps, than anything else they teach. Today's world is a listening world, one in which great issues are discussed around conference tables, over the air and in face-to-face conversation. Unfortunately awareness of the need for teaching skill in listening is still lacking. Today teachers rate listening between second and third places in importance among the language skills. How long will it be until listening has an undisputed place in the curriculum as a fundamental part of all classroom activites?
>
> The ability to listen intelligently and critically, may, like an iron mine, be a source of wealth if developed. If the skill is not cultivated, on the other hand, listening, like the unworked mine, produces nothing. The pleasure and profit from being able to communicate, not only as an intelligent speaker, but as an intelligent listener as well, is one of man's most valuable tools.[17]

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[16] Sam Duker, Listening: Readings (New York: The Scarecrow Press, Inc., 1966), p. 63. [17] Ibid. p. 71.

Perhaps the best place to develop the child's listening skills is in the classroom. Plattor cited a reference in a 1965 study which analyzed the speech and listening content of American textbooks in language arts for grades three through six published from 1959-1964 and indicated"that writing grammar, and review lessons were emphasized to such an extent that only .57% of the 15,285 pages were concerned with instruction in listening!"[18] A later study by Brown had similar findings: "less than one percent of the content of texts for children was devoted to lessons on listening."[19] Lundsteen further points out that "a short period of training for reading readiness devoted to discrimination between similar sounds is often the extent of training for listening."[20] Will a few days of listening instruction in first grade fulfill the child's listening needs?

It would seem that some teachers do feel a need for the inclusion of listening skills in their curriculum. According to lieb-Brilhart few school curricula include listening skills.

> On the high school level listening skills have been taught predominately in the context of English electives, mainly for the "elite" who already perform well in oral communication activities.

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[18]Holly O'Donnell, "ERIC/RCS Report: Are You Listening? Are You Listening? Language Arts, 52:8 Nov/Dec 1975, p. 1080.

[19]Sara Lundsteen, "Listening: Its Impact on Reading and the Other Language Arts," ERIC. Ed 078 420, p. 4.

[20]Ibid. p. 5.

> At the elementary school level, such instruction is either fortuitous, contingent upon the teachers's training and interests, or is targeted for students with communication disorders in the context of specoa; edicatopm ..... As oral communication is identified among the basic skills and among state mandated minimal competancies, there will be increasing demands for curricular resources, staff development programs and assessment models.[21]

Listening Objectives

Most educators agree that the first step in developing new curriculum concepts is to state the objectives. in 1077, Virginia developed statewide educational objectives for basic learning skills in, grades kindergarten through six, including the area of listening skills. They are as follows:

1. The student will comprehend that the meaning of an oral communication is influenced by many factors:

   K-1 The student will identify the source of sounds.

   K-1 The student will distinguish between likenesses and differences of sounds.

   K-1 The student will recognize differences in a variety of rhythmic patterns.

   K-2 The student will identify common environmental sounds.

   K-4 The student will understand the differences in pitch and tone affecting language meaning.

   1-3 The student will recognize basic speech sounds.

   3-6 The student will identify statements of fact or opinion.

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[21] Barbara Lieb-Brilhart, "Oral Communication Instruction in the United States of America: Emerging Issues," ERIC (July 1979), ED 180-029, p. 18.

3-6 The student will distinguish between fantasy and reality.

5-6 The student will identify persuasive language.

5-6 The student will recognize truth, usefulness, or value of content.

2. The student will comprehend main idea(s) and specific detail(s) of an oral communication.

K-2 The student will focus attention on speaker and message (or intended subject) of speaker.

K-3 The student will follow oral instructions.

K-4 The student will adapt attention level to the listening purpose.

K-6 The student will demonstrate an understanding of the meaning of an announcement.

K-6 The student will recall specific details of an oral communication.

4-6 The student will identify main ideas of an oral communication.

4-6 The student will follow in sequence the parts of an oral communication.

4-6 The student will distinguish between that which is stated and that which is implied.[22]

Sequential Listening Skills

If a teacher should decide that there is a need for teaching listening on the primary level, what would be the first step in organizaing the curriculum? In the previous section, objectives would have to be determined. After the objectives have been determined, then the next

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[22]"Basic Learning Skills Grades K-6," Minimun Statewide Educational Objectives Approved by the Board of Education May 27, 1977, Virginia State Department of Education, Division of Elementary Education, ERIC (July 1977), Ed 182-246, pp. 1-24.

step is to decide upon the sequence of teaching these listening skills. Maxwell has proposed a general outline of sequential listening skills. The following outline is a workable guide for a teacher to follow:

I. Basic Listening
   - A. Awareness of Sounds
   - B. Discrimination of Sounds
   - C. Recognition of Sounds
   - D. Identification of Sounds
   - E. Sound Concepts

II. Expanding Basic Listening
   - A. Rhyming Sounds
   - B. Following Directions
   - C. Auditory Memory
   - D. Who, When, Where, and What
   - E. Sequence in Listening
   - F. Listening for Specifics
   - G. Listening and Categories

III. Critical Listening
   - A. Listening and Categories
   - B. Auditory Memory
   - C. Reversibility of Thought via Listening
   - D. Listening for Specifics
   - E. Listening for Sequence

IV. Listening for Information
   - A. The Main Idea(s)
   - B. Major Details

C. Sequence of Events

D. Differentiation of Major from Minor Details

E. Drawing Conclusions

F. Determining Cause and Effect

G. Differentiating Fact from Opinion

H. Interpretation of Mood or Tone[23]

Levels of Listening

Tuman did a comparative review of researchers on the relationship of reading and listening comprehension. Several researchers (Duker, Walker, Reed, Kentsch, Guthrie Tyler and Kozminsky) have done studies trying to determine if there is a relationship between listening and reading comprehension. The cumulative result of such studies is to support the hypothesis that reading and listening involve basically the same skills. Some of the studies tested comprehension from stories read and then from taped stories with very little difference. The better student did better on both reading and listening, while the poor student did not do well on either. Other researchers (Devine, Baker Hackitt) raised some questions about the conclusion that there is a correlation between reading and listening. They note that there is little evidence that instruction in read-

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[23]Margaret John Maxwell, Listening Games for Elementary Grades (Washington: Acropolis Books Ltd., 1981), pp. 10-11.

ing or listening will improve the other skill.[24]

Most reading series are organized on different levels. Houghton Mifflin reading series is divided into levels. A second grade child reading on the H level in the second semester is considered to be on level. With researchers stressing that there is some relationship between listening and reading one would assume that listening skills also would be on levels. Fessenden theorized that listening involves different levels and states that:

> In the course of a single minute of listening activity, one might run the gamut of all seven of the following levels, or one's mental habits might confine him to a single level in most of his listening. A list of the seven levels follows:
>
> The first level is that in which we learn to isolate sounds, ideas, arguments, facts, organization, and the like.
>
> The second level is that in which we learn to identify or to give meaning to those aspects which we have isolated.
>
> The third level is that in which we learn to integrate what we hear with our past experiences.
>
> The fourth level is that in which we learn to inspect the new, and the general configuration of the new and the old data.
>
> The fifth level is taht in which we learn to interpret what we hear.
>
> The sixth level is that in which we learn to interpolate commetns and statements that we hear.
>
> The seventh level is that in which we learn to introspect as well as listen.

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[24]Myron C. Tuman, "A Comparative Review of Reading and Listening Comprehension," Journal of Reading, Vol. 8, May 1980, p. 104.

Poor listeners might not ever be able to go beyond the first level without a lot of practice and cognitive instruction.[25]

Listening Factors

A review of the literature reveals that few tests are available for measuring listening skills. Yet there appears to be a need for such measures to develop reliable research results and to study productive methods of presenting listening skills. Some of the biggest problems for researchers of listening are the many factors that can effect listening. Dallman lists factors:

1. Physical factors affect listening. Relative quiet seems to be one of the factors that is conductive to listening and to development in ability to listen. A fairly comfortable position for the listener also seems to be a valuable factor, but it is possible for the listener to sit on a shair so comfortable that he fails to be as alert as he could be. Temperature also seems to affect the ability to do prolonged listening on a high level of concentration. Either too cold or too warm temperature seems to have an adverse effect.

2. Health affects listening. While many persons in poor health undoubtedly are excellent listeners, it seems that the person in good health has the better chance of effective listening. Some interfering factors in the physical health of children in attendance at school are colds, headaches, and fatigue.

3. A stable emotional state of mind is conductive to listening. Fear, anger, jealousy, resentment, insecurity, and other destructive emotional states can cause a person to be unable to comprehend well what he hears. Even extremes of joy and happy excitement seem to interfere with the best concentration.

4. An atmosphere of goodwill in a classroom, in which the pupils feel they are liked by the teacher and by their own peers, is background in which skill in listening is more likely to develop than in one

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[25]Sam Duker, Listening: Readins (New York: The Scarecrow Press, Inc., 1966), pp. 30-31.

that lacks this feeling of warmth of personal relationships.

5. A classroom in which there are many opportunities for communication through oral and witten means is a facor in the development of skill in listening.

6. There are various levels of listening to be recognized by the teacher. These range in the elementary grades from momentary attention given to sounds to the listening characterized by concentration and critical analysis, as well as other kinds of personal reactions requiring higher thought processes.

7. Recognition of desirable purposes for listening can be of help in growth of skill in listening. One way in which the pirposes of listening can be classified in: (a) listening to get information and (b) listening for enjoyment.

8. Interest is a significant factor in listening.

9. Children vary greatly in ability to listen, even within a grade.

10. The length of time during which pupils can listen effectively varies.

11. Skill in listening is frequently affected by vocabulary, and vocabulary can be affected by listening. In the vocabulary used by a speaker or by a story teller there may be so many unfamiliar words that the listener's comprehension is affected adversely and that consequently he may lose interest in listening. On the other hand, if a limited number of words above the child's level of understanding is used, his vocabulary can be increased.

12. Skill in listening is affected by experience, and listening extends experience. The child lacking in experience background is not likely to be greatly interested in a large variety of listening experiences. Happily, too, experiences can be extended vicariously through listening.[26]

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[26]Martha Dallmann, Teaching the Language Arts in the Elementary School (Dubuque, Iowa: William C. Brown Co., Pub., 1966), pp. 72-73.

This list of listening factors involves many learning problems. For example, many teachers would agree that the day before Christmas and the day before school is out is so filled with excitement that students pay little attention to school work. When a classroom becomes too hot on a spring day the student's attention span becomes shorter. Children who have a spat with a friend will take an hour or more before returning their thoughts to school work. Many teachers would be able to address each factor with an example from their own experiences in the classroom.

Summary

Researchers haave determined that children and adults spend a large percentage of their day listening. These reports have made educators aware of a need for including listening skills as a part of the language arts curriculum. Development of sequential levels and factors effecting listening have been ascertained. However, few school systems have included listening skills in their curriculum, or have arrived at guidelines to assess the needs for listening skills, or objectives for effectively teaching listening skills. In most cases, the inclusion of listening skills in the classroom and the methods of teaching those skills is still left to the discretion of the classroom teacher.

Chapter 3

METHODS AND PROCEDURES

Introduction

In an attemptto study the effects of a structured listening skills program upon the student's aability to improve listening retention, an investigation was conducted in a public school setting. In this section the population selected for the study and the methods and procedures that were used to conduct the investigation and an explanation of the methods to be used in analyzing the data will be given.

Subjects

Twenty, second grade students from Wilsonburg Grade, Harrison County, West Virginia served as subjects in this study. There are two second grade classes at Wilsonburg Grade School. The classes are divided with equal numbers of top, middle and low readers assigned to each class. An equal number of boys and girls are designated to each room. This suggests a random assignment. The subjects are between seven and eight years old, nine boys and eleven girls. Each subject, according to county health nurse's report, has normal hearing at the time of the testing.

Instrumentaion - Materials

Apparatus. The only apparatus used in this study was a cassette tape player.

Language-Structured Auditory Retention Span Test. LARS is a tool designed for those who have a need to define and remediate or circumvent disabilities in language functioning for children of mental age three years and seven months old through adult, individually tested. LARS helps to determine the approximate length of language-structured communication which a testee may be able to retain long enough to have an opportunity to digest it intellectually. LARS is a type of sentence recall test. Neither form A nor B is the primary form. Each form of the test has fifty-eight "sentences" which range from single words to sentences.[27] (Appendix A)

Science Research Associates, Inc., Listening Skills Program, Primary Level Ib. SRA Listening Skills Program is a recorded listening skills program consisting of twenty-four lessons aimed at the development of listening comprehension. They are designed to help the child use, recognize and enjoy oral language. Primary Level Ib is addressed to the child who has completed first grade. The lessons take into account the diverse characteristics of children.

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[27]Luis Carlson, Language-Structured Auditory Retention Span Test (Novato, California: Academic Therapy Publications, 1973), pp. 5-7.

A wide range of listening skills are incorporated in the lessons which are multi-skill in presentation. They are not multi-level, since the levels of listening skills of seven and eight-year olds are unknown. They are, however, leveled within the scope of language development itself.[28] (Appendix B)

Procedure

Twenty, second grade students were pre-tested using LARS-Form A. The test was given individually by the same tester. The test scores were computed using the formula provided with the test. (Appendix A, p. 39) These scores were tabulated in Table 1, under X_2 (before Listening Skills Program).

After completion of the LARS testing the students were subjected to twenty-four listening skills lessons presented twenty-four consecutive days. The lessons were administered to the entire class at the same time with the lessons being delivered from a cassette tape, provided with the SRA Lessons. Follow-up activities were used as suggested in the teachers' guide. Because of projected days of absences, students who have been presented with fifteen out of twenty-four lessons will be considered as having completed the listening skills program.

The twenty students were post-tested using LARS

[28]Dorothy Kendall Bracken and Jimmye Dobbs Hays, Listening Skills Program, (Chicago: Science Research Associates, Inc., 1970), pp. 1-3.

Table 1

Data for the related measures t-test
Listening Retention after (X_1)
and before (X_2) Listening
Skills Program

Subjects	X_1	X_2	D	D^2
1	1.102	1.59	-.488	.238
2	1.097	.96	.137	.0188
3	1.96	1.09	.87	.757
4	2.204	2.08	.124	.015
5	1.102	.96	.142	.020
6	2.204	2.23	-.026	.0007
7	2.43	2.33	.1	.010
8	1.697	1.12	.577	.333
9	1.06	.69	.37	.137
10	2.12	1.15	.97	.941
11	2.32	2.33	-.01	.0001
12	1.22	.74	.48	.230
13	1.65	1.15	.50	.250
14	2.20	1.81	.39	.152
15	1.44	1.23	.21	.044
16	1.10	.86	.24	.058
17	2.06	1.04	1.02	1.040
18	2.2	1.33	.87	.757
19	1.54	1.00	.54	.292
20	1.04	1.00	.04	.002

Form B. Again, the students were tested and scored individually by the same tester and the scores tabulated in Table 1, under X_1 (listening retention after the Listening Skills Program).

Treatment of the data consisted of a t-test for related measures. The results of the t-test were summerized in Table 2 and evaluated using the Table of Critical Values for the t-test (two-tailed).

The data were tabulated with the test results in the form of Mental Age (MA) in Table 3. Results of many tests are converted to MA equivalents. Whether the LARS confidence interval falls below, above, or astride the range of MA eqivalents obtained on other tests may help in developing a picture of a subjects strengths and weakness.[29]

The quotient may be used to determine if there is a significant deficiency in a testee's immediate recall. LARS evaluation of the data suggests that any quotient below .85 indicates a possible significant deficiency (Sentence recall falls short of his chronological age). Children who fall in this category should receive special attention. When given written and oral communication the sentences used should be no longer than those with which the testee was successful. Remediation might be effected by developing sentences, for exercise, of the specific

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[29]Luis Carlson, Language-Structured Auditory Retention Span Test (Novato, California: Academic Therapy Publications, 1973), p. 20.

Table 2

Summary of the data for the Related Measures t-test Listening Retention after (X_1) and before (X_2) the Listening Skills Program

Number of subjects	20
Initial Mean X_2	1.3345
Final Mean X_1	1.6873
Degree of freedon	19
t value	4.107
Critical value at .05	2.093
Critical value at .002	3.579
Significant difference at .05	2.014
Significant difference at.002	.5528

Table 3

"The testee's level of functioning in recall, such as LARS assesses, probably was within the range of _____ to _____ at the time of testing." [a] Substitute the figures below into the blanks.

Testee	LARS test A yrs. mos.	to	yrs. mos.	LARS test B yrs. mos.	to	yrs. mos.
1	11-10	to	14-2	8-4	to	9-8
2	6-7	to	7-8	8-0	to	9-2
3	7-4	to	8-7	13-4	to	16-2
4	15-1	to	18	15-10	to	18
5	7-0	to	8-0	8-4	to	9-8
6	15-11	to	18	15-10	to	18
7	15-11	to	18	15-10	to	18
8	7-8	to	9-2	11-8	to	13-8
9	5-6	to	6-4	8-4	to	9-8
10	8-10	to	10-7	15-10	to	18
11	15-1	to	18	15-10	to	18
12	5-6	to	6-4	9-10	to	11-4
13	8-3	to	9-10	12-5	to	14-8
14	13-10	to	17-8	15-10	to	18
15	8-10	to	10-7	10-6	to	12-0
16	6-14	to	7-4	8-4	to	9-8
17	7-4	to	9-2	14-4	to	18
18	9-6	to	11-4	15-10	to	18
19	7-4	to	8-7	11-8	to	13-8
20	7-0	to	8-0	7-3	to	8-4

length of those on the test which the subject was barely able to recall. A list of the testee's quotients from LARS test A and B and the sentence count were tabulated in Table 4. Those falling below .85 quotient will be underlined with special attention given to the sentence count for remediation. Sentence count refers to the total number of letters plus spaces between words in the sentences.[30]

The data were tabulated in Table 5 with highest scores to lowest scores with the tip readers scores marked (T); middle readers scores marked (M); and the low readers scores marked (L); for the researchers personal wish to ascertain if there is a relationship between poor listening ability and poor reading performance in this second grade at Wilsonburg Grade School. The same information was graphed, indicating student scores above and below the mean score and in relation to the reading levels. (Table 6)

Summary

The second grade class at Wilsonburg Grade School (Twenty participants 1981-82) was pre-tested using the LARS test A. After completing the SRA Listening Skills Program, they were post-tested using LARS Test B, with the resulting data tabulated and analyzed.

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[30]Luis Carlson, Language-Structured Auditory Retention Span Test (Novato, California: Academic Therapy Publications, 1973), p. 20.

Table 4

A table to ascertain possible remediation. Testees with quotients of .85 and below on either Test A or Test B are possible candidates.

Testee	Quotient LARS A	Sentence Count	Quotient LARS B	Sentence Count
1	1.59	48	1.102	40
2	.96	39	1.097	30
3	1.09	41	1.96	48
4	2.08	51	2.20	53
5	.96	40	1.10	40
6	2.23	57	2.20	55
7	2.33	51	2.43	51
8	1.12	42	1.697	46
9	.69	35	1.06	40
10	1.15	44	2.12	51
11	2.33	52	2.32	51
12	.74	35	1.22	43
13	1.15	43	1.65	47
14	1.81	50	2.20	55
15	1.23	44	1.44	44
16	.86	38	1.10	40
17	1.04	41	2.06	49
18	1.33	45	2.2	53
19	1	41	1.54	46
20	1	40	1.04	37

Table 5

Scores from highest to lowest compared to reading groups

Testee	Quotient LARS B	Readers Top-Middle-Low		
7	2.43	T		
11	2.32		M	
4	2.204			L
6	2.204	T		
14	2.2	T		
18	2.2			L
10	2.12	T		
17	2.06	T		
3	1.96		M	
8	1.697	T		
13	1.65	T		
19	1.54		M	
15	1.44		M	
17	1.22			L
1	1.102	T		
5	1.102		M	
16	1.10			L
2	1.097			L
9	1.06			L
20	1.04			L

Table 6

Reading Groups, Low (L), Middle (M), and Top (T) compared to LARS B Test quotients (X_1) and the mean score ($\bar{X}_1$)

Chapter 4

ANALYSIS OF DATA

Introduction

This study was designed to test the effects of a structured listening skills program upon the listening ability of second grade students.

Analysis

Twenty second grade students from Wilsonburg were given LARS test A as a pre-test. The results were figured using the formula and conversion table found on page 40 and 47 of Appendix A. The data were recorded in Table 1 under X_2, before the listening skills program.

After the students were subjected to at least fifteen out of twenty-four skill lessons from the SAR Listening Skills program they were tested using the SARS test B as a post-test. The results were figured using the formula and conversion table found on page 40 and 51 of Appendix A, under X_1, after the listening skills program.

A t-test for repeated measures was used to determine whether or not the change in listening ability was significant. The t-test result of 4.107 far exceeds the 2.093 value needed to reject the null hypothesis at the .05 level for a two-tailed test. The 4.107 exceeds the

3.579 value at the .002 level for a two-tailed test. The result therefore indicates a significant difference between means and suggests that a structured listening skills program can increase the listening ability of students. Table 2 contains a summary of the data. Seventeen out of twenty student's scores indicate an improvement after being presented the listening skills program.

The data were tabulated in Table 3 and indicate the probable mental age of the testees based on the sentence count at the time of testing. The results indicate very high scores on both the LARS A and LARS B tests.

The data tabulated in Table 4 indicate no student scored below .85 (the score that suggests probable remediation) on the LARS B test. No child's sentence recall fell below the level for chronological ages as is interpreted by the makers of the test. The scores of two students fell below .85 on the LARS A test. One scored .69 and the other scored .74. One student scored .01 over at .86.

Table 5 and Table 6 present data in relationship to the reading levels of the students in second grade at Wilsonburg Grade School. The reading level is based on the Houghton Mifflin Reading book, not on standardized test scores. The top(T) reading group is in Tapestry, Level H and on grade level. The middle (M) group is in Sunburst, Level G and one semester below grade level. The low (L) group is in Cloverleaf, Level F and one year below grade level. The data in Table 5 list the LARS B test quotients

from lowest to highest with the student's scores marked with the reading symbols T, M, and L. Table 6 is a graphic illustration of the same information. The quotient mean is marked on the chart with a dotted line. The results indicate from the lowest reading group, two scored above the mean and five scored below the mean. In the middle reading group, two scored above the mean and three scored below the mean. The top reading group had five scoring above the mean and three scoring below the mean.

Summary

The data from the study to determine the effectiveness of a listening skills program on language-structured auditory retention were tabulated. The t-test for related measures was used to test for the differences between two means from the same group of subjects. The t-test result of 4.107 for exceeds the 2.093 value at the .05 level and the 3.579 at the .002 level of significance.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions are based on the results of the study:

1. A second grade student receiving fifteen of twenty-four SRA Listening Skill Lessons may increase his/her language-structured auditory retention span.

2. The quotient scores converted to mental age levels were extremely high on both the LARS A and B tests.

3. Two students scored below the quotient .85 on the LARS A test. The score of .85 or below indicates a possible significant deficiency (sentence recall falls short of his/her chronological age). One student scored .86, or .01 above the .85 quotient level. These students might benefit from remediation even though all three scored above the quotient .85 on the LARS B test.

4. There appears to be a slight correlation between a greater number of scores above the mean from students in the top reading group as compared to a greater number of scores below the mean from students in the low reading group.

Recommendations

1. Further studies should be conducted using different age groups.

2. Further studies should be conducted using a larger population of second graders.

3. The mental age scores tabulated from the LARS test results were very high. A different auditory retention span test might be used to try to obtain more reasonable mental age scores.

4. The three students who scored low on the LARS test A should be retested and further evaluated by using other methods to ascertain if remediation is needed.

5. Continual listening skill lessons and activities presented to the class might help these students and would reinforce the SRA Listening Skills Program for the other class members.

6. The results of the study suggest a need to include the teaching of listening skills in the second grade curriculum.

7. The slight correlation between high auditory retention scores, and top readers: and low auditory retention scores, and low readers: suggest that further studies should be conducted.

8. The use of national reading test scores is recommended.

Summary

The purpose of this study was to determine the effectiveness of a listening skills program on language-structured auditory retention. The Language-Structured Auditory Retention Span Test was used as the testing instrument and the SRA Listening Skills Program was used as the structured listening program. Twenty second grade subjects from Wilsonburg Grade School were given a pre-test using the LARS A test. Twenty-four SRA Listening Skill Lessons were presented to the entire class on twenty-four days with each student being present for at least fifteen of the lessons. The LARS B was given as a post-test. The statistical analysis applied to the data was the t-test for related measures.

It was hypothesized that there would not be a significant difference in the length of auditory retention by the second grade students at Wilsonburg Grade School after being subjected to the SRA's Listening Skills Program, when tested at the .05 level of significance. Using the results from the study the null hypothesis was rejected with the t-test results of 4.107 exceeding the 2.093 value at the .05 level.

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APPENDIX A

Language-Structured Auditory Retention Span Test

LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST

LARS FORM __

Student Identification _____

	Yr.	Mo.	Day		
Date of test	_____	_____	_____	Years of CA x 12	_____
Birthdate	_____	_____	_____	Mos. since last B.D.	_____
Chronological Age	_____ Yrs.	_____ Mos.		Total CA in Mos.	_____
				Adjusted CA in Mos.*	_____

Total number of sentences passed . . . . . _____

MA confidence interval corresponding to total number of sentences passed** . . . _____ to _____

$$\text{Quotient} = \frac{\text{Mos. of MA**}}{\text{Adjusted CA in Mos.*}} = _____$$

Sentence Count of last sentence marked . . . . . _____

This count is the upper limit of sentence length which the testee may be able to retain usefully in learning.

Sentence count of last sentence marked before four of five sentences failed . . . . . _____

This count indicates the length of sentence to use to insure that a thought has been communicated to the testee or for initial efforts in remediation drills.

---

* The Adjusted CA in Mos. is obtained by going to the Conversion Table: Raw Scores to MA Equivalents (on the next page) with the Total CA in Mos. Locate, under Mos. of MA, the MA nearest to the Total CA in Mos.

** Conversion Table: Raw Scores to LA Equivalents, for obtaining Mos. of MA is on the next page. The Total Number of Sentences Passed is the raw score.

SCORING THE TEST

Total Number of Sentences Passed is obtained by totaling (1) the number of the sentence just before the lowest sentence administered, (2) one point for each sentence marked, and (3) the sum of 1/2 marks rounded to the next higher whole number. This total is entered in the space provided on the test form.

The CA is determined on the scoring form in years and months.

Adjusted CA in Months is also calculated on the test form. It is to be used in computing the quotient. It is obtained by multiplying the "Years" of CA by twelve and adding to the result the "Months" of CA. The CA, now expressed as months, is adjusted to equal the nearest "Months of MA" in the "Conversion Table: Raw Scores to MA Equivalents" on the test form. (Should the CA fall exactly halfway between two MA's, select the lower one.) This becomes the Adjusted CA in Months. The adjusted CA is entered below the line in the guotient formula on the test form. Those with CA's aabove the range of the table are assigned the highest MA in the table as an adjusted C.

MA confidence interval is found by referring to the Conversion Table on the test form. The confidence interval corresponding to the Total Number of Sentences Passed is recorded in the space provided and, from the same line in the table, the months of MA are transcribed

into the formula, where indicated above the line, for computing a quotient.

The Quotient is computed by dividing the MA, as months, by the CA, as Months, and rounding to two decimal places.

Sentence Count of last sentence marked + and Sentence Count of last sentence marked + before four out of five sentences failed relate to the numbers in parentheses to the right of each sentence of the test. These numbers are read from the appropriate sentences and posted to the spaces provided for their recording on the first page of the test form.

FAILURE CRITERIA

1. Complete omission of any words (except as outlined under Not Failures, number 1).

2. Reordering of any words.

3. Addition of any words.

4. Substitution of any words, even a synonym (except contractions and as outlined under Not Failures, number 3).

NOT FAILURES

1. Only in the case of underlined words: substituting words or acknowledging that he cannot remember the word.

2. Mispronouncing, as long as the examiner is confident that the right word is being attempted.

3. Grammatical changes that do not change the word order or meaning of the sentence. Do not be liberal with this exception. Consider it in light of the purpose of the test and language backgrounds which might prejudice responding, such as, "You is..." for "You are."

4. Faltering or going back and correcting, if this indicates that the structure and word content are available to the testee, even though momentary errors are made.

5. Contractions.

LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST

LARS Form A

SENTENCES OF TEST

1. _____	Mama.	
2. _____	Boy.	
3. _____	Ball.	
4. _____	Bed.	
5. _____	Play.	
6. _____	Bum.*	
7. _____	My bed.	(6)
8. _____	My bum.	(6)
9. _____	Play ball.	(9)
10. _____	Momo (momo)*	
11. _____	Her doll.	(8)
12. _____	You momo.	(8)
13. _____	I play ball.	(11)
14. _____	Oodoe. (oodo)*	
15. _____	You play ball.	(13)
16. _____	She can oodoe.	(13)
17. _____	Loam.*	
18. _____	See baby in bed.	(15)
19. _____	Don't loam baby.	(15)
20. _____	Lope.*	
21. _____	John went with Mom.	(18)

* These are always scored +, if administered.

22. _____ You can lope right. (18)

23. _____ Cloe (klo)*

24. _____ You can play with him. (21)

25. _____ She can cloe with him. (21)

26. _____ I want to have a doggie. (23)

27. _____ Daddy is in a sad state. (23)

28. _____ See the horses do run fast. (26)

29. _____ Now the gnomes are laughing. (26)

30. _____ Dogs are rough in their play. (28)

31. _____ The sad dog was rabid already. (29)

32. _____ Our cat was digging in the dirts. (31)

33. _____ The dog was gnawing on his shoe. (31)

34. _____ They ran all over the green hill. (32)

35. _____ Eight creatures waited for their food. (34)

36. _____ They all arrived before the party began. (35)

37. _____ The muzzle on the dog was very tight. (36)

38. _____ It is very nice to listen to poetry. (36)

39. _____ The chef made a casserole for supper. (37)

40. _____ The woman gave the man a very nice surprise. (39)

41. _____ The reclining man stared at the far hill. (40)

42. _____ Mother made something special for us to eat. (43)

43. _____ She was very laconic until told of the reward. (45)

44. _____ We enjoyed the game that we all just played at school. (47)

45. _____ He gave everyone a gift he deems to be fun for all. (50)

46. _____ We were all sure he was the one who had the most fun. (52)

47. _____ Everyone was happy to see the newly arrived leprechaun. (54)

48. _____ The group scrambled over the hill and toward the meadow. (55)

49. _____ The cheerful sprite jumped over a crevasse to get there. (re-VASSE, not CREvice) (55)

50. _____ Some people enjoy watching horse races because they like crowds. (56)

51. _____ The edifice hung over both lots that it sat on. (57)

52. _____ He cheerfully arranged for lost people to find brand new homes. (58)

53. _____ Bovines do become heavy if they are allowed to eat too much. (59)

54. _____ Many times the people shoved forward only to be pushed back. (59)

55. _____ A chevron was seen on the casement near the stairwell. (62)

56. _____ On the occasion of his birthday the king ate much too excessively. (65)

57. _____ The blandishments that were offered fell by the wayside in the end. (66)

58. _____ When they came to the crossroads they were baffled about the choices. (68)

CONVERSION TABLE: RAW SCORES TO MA EQUIVALENTS

Total* Sentences	Confidence** Interval	Mos. of MA
25	2-10 to 3-11	42
26	3-4 to 4-2	45
27	3-7 to 4-5	48
28	3-10 to 4-8	51
29	4-1 to 4-11	54
30	4-4 to 5-2	57
31	4-7 to 5-4	60
32	4-10 to 5-8	62
33	5-0 to 5-10	66
34	5-4 to 6-0	68
35	5-6 to 6-4	70
36	5-8 to 6-8	74
37	6-0 to 6-11	78
38	6-4 to 7-4	81
39	6-7 to 7-8	86
40	7-0 to 8-0	90
41	7-4 to 8-7	94
42	7-8 to 9-2	101
43	8-3 to 9-10	108
44	8-10 to 10-7	116
45	9-6 to 11-4	125
46	10-3 to 12-2	134
47	11-0 to 13-2	144
48	11-10 to 14-2	156
49	12-10 to 15-5	168
50	13-10 to 17-8	183
51	15-1 to 18+	210

* Total number of sentences passed (Raw Score).

** Confidence interval for mental age score (years and months).

LANGUAGE-STRUCTURED AUDITORY RETENTION SPAN TEST

LARS Form B

1. _____ Mama.
2. _____ Boy.
3. _____ Ball.
4. _____ Eye.
5. _____ Play.
6. _____ Poy.*
7. _____ My eye. (6)
8. _____ My poy. (6)
9. _____ Her eye. (7)
10. _____ Oboe.*
11. _____ Our ball. (8)
12. _____ His oboe. (8)
13. _____ I want more. (11)
14. _____ Moobo. (moo bo)*
15. _____ Hear the bell. (13)
16. _____ You can moobo. (13)
17. _____ Boame. (bom)*
18. _____ Look at her bed. (15)
19. _____ Here is a boame. (15)
20. _____ Gnome.*
21. _____ Mary came with dad. (18)
22. _____ She is a good gnome. (18)

* These are always scored +, if administered.

23. _____ Glope. (glop)*

24. _____ She can play with you. (21)

25. _____ You can glope with you. (21)

26. _____ He wants the new kitten. (23)

27. _____ Mommy is not very chirk. (23)

28. _____ Mary likes to play with dogs. (25)

29. _____ Hear the groobs are calling. (26)

30. _____ Jimmy says he can run faster. (28)

31. _____ He is cruising on Tommy's bike. (30)

32. _____ They were all covered with dirt. (31)

33. _____ Seven preboos waited by the gate. (32)

34. _____ They all enjoy listening to a story. (32)

35. _____ I would relish some good old pie. (33)

36. _____ They all ran all around the yard. (34)

37. _____ Many times we heard the timpani sounds. (36)

38. _____ Most of the animals came when called. (37)

39. _____ One horse's halter had slipped loose. (39)

40. _____ Then he caught the sly mouse by surprise. (40)

41. _____ The distraught man hid feelings quite well. (42)

42. _____ Our clown was something nice for all to see. (43)

43. _____ The obdurate woman felt a feeling of pity. (45)

44. _____ The game that was played at school was enjoyed by all. (47)

45. _____ One obscure mouse liked a cheese he had to eat. (50)

46. _____ We thought that no doubt he had the most fun by far. (51)

47. _____ Everyone waited patiently for the cursory examination. (53)

48. _____ The wheels rumbled loudly on the pavement all day long. (54)

49. _____ He was as amiable as anyone hoped for under the strains. (55)

50. _____ Crowds usually gather if there is any chance of violence. (56)

51. _____ The protuberance was the source of its remarkable appeal. (57)

52. _____ They really were the only persons to survive the shipwreck. (58)

53. _____ Omniverous opossums are fortunate to survive almost anywhere. (60)

54. _____ All of the way to the market she haggled about the conditions. (61)

55. _____ A mendacious man made full note of their proclivities. (62)

56. _____ The old tree stood close to the source of the water of the river. (64)

57. _____ Several hygrographs proved adequate to stir her very active tongue. (66)

58. _____ All were openly pleased by his warm and hospitable way of behaving. (66)

48. _____ The wheels rumbled loudly on the pavement all day long. (54)

49. _____ He was as amiable as anyone hoped for under the strains. (55)

50. _____ Crowds usually gather if there is any chance of violence. (56)

51. _____ The protuberance was the source of its remarkable appeal. (57)

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54. _____ All of the way to the market she haggled about the conditions. (61)

55. _____ A mendacious man made full note of their proclivities. (62)

56. _____ The old tree stood close to the source of the water of the river. (64)

57. _____ Several hygrographs proved adequate to stir her very active tongue. (66)

58. _____ All were openly pleased by his warm and hospitable way of behaving. (66)

CONVERSION TABLE: RAW SCORES TO MA EQUIVALENTS

Total* Sentences	Confidence ** Interval	Mos. of MA
23	3-0 to 3-11	43
24	3-5 to 4-1	45
25	3-7 to 4-4	47
26	3-9 to 4-6	50
27	4-0 to 4-9	52
28	4-2 to 5-0	55
29	4-5 to 5-5	58
30	4-8 to 5-9	63
31	5-1 to 6-2	67
32	5-5 to 6-6	72
33	5-10 to 6-11	76
34	6-2 to 7-3	81
35	6-7 to 7-7	85
36	6-11 to 7-11	89
37	7-3 to 8-4	93
38	7-7 to 8-8	98
39	8-0 to 9-2	102
40	8-4 to 9-8	108
41	8-10 to 10-2	114
42	9-4 to 10-10	120
43	9-10 to 11-4	128
44	10-6 to 12-0	134
45	11-0 to 12-9	142
46	11-8 to 13-8	151
47	12-5 to 14-8	162
48	13-4 to 16-2	174
49	14-4 to 18+	192
50	15-10 to 18+	216

* Total number of sentences passed (Raw Score).

** Confidence interval for mental age score (years and months).

APPENDIX B

Listening Skills Program

LISTENING SKILLS PROGRAM, Lesson 1

Tie, Fly, Chy

Description of Lesson Material

The lesson offers examples to show how the children may play a game: the teacher begins a rhyme and the children complete it with a rhyming word. The lesson offers examples of words that rhyme and explains them. Following this game, the children are to say as many words as they can that rhyme with each of the following words: call, take, met, hill. The lesson also provides instruction in identifying and listening for initial consonant sounds, and asks the children to listen to a series of pairs of words, to say each pair softly, and to clap one time when the two words of a pair begin alike. The children hear the nursery rhyme, "hey, Diddle, Diddle:" they are to sing and clap in time to music set to the rhyme. Finally, the children hear that they may enjoy making up tunes to sing with some of the rhymes that they know.

Purposes of the Lesson

1. To provide instruction and practice in auditory discrimination.

2. To share a language-related rhythmical experience through group participation.

3. To suggest a creative language activity involving rhyme and music.

4. To provide an opportunity for the teacher to observe the response of individual children and for the teacher to use the information gathered through observation to determine the childrens' needs for further appraisal of their listening abilities.

5. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. (Words that rhyme with cat)
2. Same as 1.
3. (Words that rhyme with look)
4. (Words that rhyme with away)
5. (Words that rhyme with three)
6. (Words that rhyme with crawl)
7. (Words that rhyme with sing)
8. (Words that rhyme with sell)
9. (Words that rhyme with hall)
10. (Words that rhyme with take)
11. (Words that rhyme with met)
12. (Words that rhyme with hill)
13. (Words that rhyme with call)
14. Children say pull.
15. Same as 14.
16. Same as 14.
17. Children say party.
18. Children say peck.
19. Children say penny.
20. Children say fall.
21. No
22. Pull, pan (Children should clap one time indicating that the words begin with the same sound.)
23. Peck, fall (The children should not clap indicating that the words do not begin with the same sound.)
24. Fall, fast (Clap)

25. Come, cake (Clap)

26. Note, best (No clap)

27. Jot, jibe (Clap)

28. Siege, vamp (No clap)

29. Lank, leer (Clap)

30. Pulp, fex (No clap)

Active Response

Children clap hands in time to tune, "Hey Diddle, Diddle" and sing along with it.

Suggestions for Extended Activities

1. Ask the children to recite rhymes that they know. Select a short rhyme that many of the children can recite from memory and write it on the chalkboard. Point to the first line of the rhyme and have the children read it together. Then say: "Who will sing this line? Let's begin it with this sound." (Sing the first word on "so.") With encouragement the children will add the following tones. The teacher may record these for later references. The song, line by line as the children develop it, may be recorded with a tape recorder, or the teacher may make a written recording.

2. Have the children sing traditional children's songs that have regular rhyme patterns and have them clap each time they sing a rhyming word. ("Sing a Song of Six Pence," "Open the Gates as High as the Sky," "Old King Cole," "Oh Susanna," "Yankee Doodle," "Jingle Bells," "School Days.")

3. Direct rhyming activities such as those presented in the lesson with the children.

4. Show the children a picture of a pet. (You may use other pictures as well as objects.) Tell them, "This is a pet." Have them say words that have the same beginning sounds as pet. Then have them say words that rhyme with the words they suggest.

LISTENING SKILLS PROGRAM, Lesson 2

Wonderings

Description of Lesson Material

This lesson explains to the children that they learn through the use of their senses. It uses a rhyme giving simple, specific examples to illustrate this, and then gives the children practice in identifying the sense that may be used for obtaining information in answer to specific questions. Finally, the lesson discusses wondering; this is to lead the child to relate wondering to learning. The lesson concludes by asking each child to wonder about something, then to "tell someone of something of something you wonder about."

Purposes of the Lesson

1. To develop the concept that people learn through the use of their senses: seeing, smelling, tasting, touching, and hearing.
2. To lead the child to explore the relationships between perception, thought, and language.
3. To provide a background for the development of skill in observation.
4. To develop and reinforce acquisition of words and concepts needed for comparison and classification: all, some, everything, many things, lots of things; easy, easier, different.
5. To provide an opportunity for creative thinking and listening and to promote creative thinking and listening.
6. To reinforce the understanding that action causes sound.
7. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. By tasting it or another acceptable response
2. By hearing it
3. By feeling
4. By seeing
5. By smelling
6. Ask who it is; look to see who it is.
7. Children will probably say, "No."

Suggestions for Extended Activities

1. Encourage the children to make observations and describe their observations. Many opportunities for observing and describing will arise during the school day, and you may provide additional practice through planned activities such as the following:

   Take a walking trip, and ask the children to notice the things that they see and the sounds that they hear. After the children return to the classroom, ask them to describe the things they have heard and seen, and have them compare their descriptions. The discussion that follows the walking trip should lead the children to become aware that people do not always notice the same things.

   Have the children listen to recorded music, and ask them to describe it. Keep in mind that there can be no right or wrong, or good or bad descriptions, and lead the children to recognize that people perceive things differently.

   Ask the children to observe and describe the changes in seasons. You or the children can make a large calendar on poster or tagboard, and you or they can list changes on it as the children observe them.

   After lunch, ask the children to describe the taste of some of the foods that they

ate. Discuss differences in taste preferences.

Blindfold a child and turn him around several times. Have another child take him by the hand and lead him to some object in the room. Have the blindfolded child touch the object, describe what he feels, and attempt to identify the object. If he is able to identify the object correctly, he chooses someone to be "it" and he becomes the leader. If he fails to identify the object correctly, the child who was the leader chooses someone else to be "it" and continues acting as leader.

2. Let the children take turns citing thing that they wonder about. Lead the children to discuss, as a group, the ways in which people can find the answers to specific questions. Encourage the children to discuss some questions that do not have definite answers. Some of the children in the class will be able to recognize the value of wondering about questions that do not have definite answers.

LISTENING SKILLS PROGRAM, Lesson 3

A House is a House

Description of Lesson Material

The lesson asks the children to draw a picture of a house. After they complete their drawings, the teacher points out that houses are made of different kinds of building materials and that people have differing ideas about houses. The children are to name the main material which would be used in building a house such as the one they have drawn. The lesson then shows how ideas may be put in words. The lesson offers examples and opportunities for the children to describe and react to descriptions they fear. At the end of the lesson, the children are asked to think about the following questions: Since pictures can show how things look, why do people need to use words to tell how something looks? Why don't we only use pictures? Why do people need words for describing how thing look? If you lead a discussion of these questions, accept any reasonable response.

Purposes of the Lesson

1. To establish an understanding of the link between language and perception.
2. To explore the idea of language as a tool for conveying ideas.
3. To point out the difficulty in fitting language to perception.
4. To aid in the development of the ability to make meaningful responses to oral descriptions.
5. To provide practice in understanding relationships.
6. To promote creative thinking.
7. To provide practice in following directions.
8. To develop vocabulary through hearing words in context: describe, description.

Materials Needed

The children will need one sheet of unruled paper and a pencil.

Oral Responses

1. No
2. Children will say what their pictured house would be made of.
3. Yes
4. Lion
5. Giraffe
6. Loud
7. Children will whisper words that tell what thing feel like.
8. Children will whisper a word that tells what their shirt or dress feels like, such as soft, smooth, slick, rough, bumpy, fuzzy, or slippery.

Suggestions for Extended Activities

1. Have the children make a "feel" book. Use tagboard for pages, and place in a ring binder. Children may select materials and paste them on the pages of the book. Provide materials such as sandpaper, fur or imitation fur, and carpeting; scraps of fabrics such as velvet, corduroy, wool, silk, satin, taffeta, and cotton; plastic, leather. Ask the children to suggest words that describe the materials on each page. Write the appropriate words on the page with the material they describe. Place the book on the library table for the children to read and use.
2. Primary children often have trouble thinking of a word to express an idea. Be ready to help the children find the words they need. A teacher must attentively listen to the children. When a child gropes for a word to express an idea and the teacher realizes that the child does not know an appropriate word, the teacher should provide the word and promptly devise means of reinforcing this vocabulary development. (Child: The wind was blowing and I could hear...well it... Teacher: Can you make a sound something like the wind made? Child: O.... Teacher: Did the wind howl? Did

it make a howling sound, O....?) Use the word in talking to the child again at a later time. Ask questions that will lead the child to use the word.

3. Read stories and poems to the children in which things perceived are expressed in words. (Examples: Bambi, by Felix Salten - a fawn learns of his world: "Taxix," by Rachel Field - a poem describing the sight of taxis on a city street: "Rain," "My Shadow," "The Land of Counterpane," by Robert Louis Stavenson: And to Think I Saw It on Mulberry Street, by Dr. Seuss - a child's exaggerated description of the things he saw on the way to school). After having read a story or poem to the children, allow them some time to react freely. Some may wish to paint or draw something that the story or poem brought to their minds. Others may wish to read another book or persue an unrelated activity. The teacher should set up, in advance, interest centers so that the children may divide into groups to work on the activities of their choice. Interest centers that have been set up in advance will eliminate much of the confusion that sometimes results when children move into independent activities of their own choosing.

LISTENING SKILLS PROGRAM, Lesson 4

Where is Linda Lu?

Description of Lesson Material

The children play a game in which they listen to clues about where an imaginary girl, Linda Lu, is and guess the location. After the game, the children hear things they might say to describe such places. As a final activity, they listen to descriptive words and phrases. Each child is to make an X on his paper when he hears words or phrases that could be used to describe his classroom. The lesson concludes by asking the children to think of other words and phrases they could use to describe their classroom. Each child is to make another X on his paper each time he thinks of a different word or phrase that could be used to describe his classroom. The lesson asks: "How many different things can you think of to include in a description of your clsssroom?"

Purposes of the Lesson

1. To continue development of the understanding of the link between language and perception.
2. To develop the use of language as a tool for conveying thought.
3. To develop the ability to fit language to perception.
4. To develop an awareness of the importance of details.
5. To provide practice in listening for details.
6. To reinforce acquisition of words and concepts taught in previous lessons: describe, description.
7. To provide practice in following directions.

Materials Needed

The children will need a pencil and one sheet of paper.

Oral Responses

1. Closet
2. No
3. At a circus
4. In the kitchen
5. Schoolroom, at school, or words that mean about the same thing.
6. Hallway, hall, or words that mean about the same thing
7. Yes
8. Children say the number of X's they counted.

Written Responses

Children write an X everytime they hear a word or phrase that describes their classroom. These are: big, very dark, large, sunny, small, quiet, pictures on the wall, carpet on the floor, too hot, some children sitting in chairs, white walls, pretty, some children listening.

Suggestions for Extended Activities

1. Have the children play the guessing game that is used in this lesson, "Where is Linda Lu?" The children listen as the teacher describes a place in which a make-believe girl is supposed to be. From the description the children guess where Linda Lu is. For an example of this activity listen to this lesson.
2. Have a child suggest a single word that describes some object in the classroom. Write the word on a card as the child watches, then have him attach the word with tape or thumbtacks to the object described. After several days the child may remove the label and place it in the word box or book at school, or he may keep his card. The teacher may perform this activity with individual children in spare moments throughout the the year.
3. Young children acquire words much more readily

if new words are presented informally within the context of meaningful activities. When talking to children, discussing their school projects, and telling or reading stories, be alert to opportunities to expose them to new words. (If many children do not know the meaning of the word <u>independent</u>, the teacher may say, "He is independent. He can look after himself.") Expose the children to a wide range of words and phrases without belaboring a point or creating a drill situation. Remember that most of the language that children have acquired they have developed informally, in part as a result of their need to communicate.

LISTENING SKILLS PROGRAM, Lesson 5

Goomak

Description of Lesson Material

The lesson asks the children to use two sheets of paper. On one they are to draw a picture of a man, and on the other they are to make meaningless scribbles. The lesson then develops their awareness that though marks are on both sheets of paper, those on one are meaningful, and those on the other are not. By analogy, the lesson extends this awareness to language. The children become aware that words - whether spoken or written - are labels for concepts, including things and ideas. The end of the lesson focuses on developing awareness that people use words such as big to compare something with something else. Something of a specific size is big only in relation to the size of something else.

Purposes of the Lesson

1. To show that words are sound symbols representing ideas.
2. To teach the idea that encoding and decoding depend, in part, on assoiations between sequences of sounds and sets of features of things.
3. To develop a rudimentary awareness of viewpoint.
4. To present, within the context, language used as a tool for comparing things.
5. To give practice in perceiving relationships and reaching conclusions.
6. To aid in the development of auditory discrimination.
7. To provide practice in following directions.

Materials Needed

The children will need two sheets of unruled paper and a pencil.

Oral Responses

1. No
2. No
3. No
4. No
5. No
6. No
7. Yes
8. Children say, "dog" three times.
9. Children say, "goomak."
10. Children say any meaningless sound.
11. No
12. Children say a word that stands for something that seems big to them.

Written Responses

1. Children quickly draw a picture of a man.
2. Children quickly scribble meaningless marks.

Suggestions for Extended Activities

1. To develop further the idea that no two people perceive things in exactly the same way, ask each child to draw a tree and then have the children compare and discuss the ways in which their concepts of a tree differ.
2. Work with the children as a group to help them make up a word and assign meaning to it. For example, they may decide to make up a word to mean very best friend. They may choose nonsense syllables such as goomak or they may choose to combine existing words to make the new word such as meyou. Encourage them to use the word in sentences. Lead them to see that because they have assigned meaning to the sounds, members of the group understand the word. Have them use

the words with parents and children in another room to discover that persons outside their group may not understand the word.

3. The children will enjoy experimenting with Pig Latin.

4. To extend the understanding of language symbols, discuss writing as a code representing a spoken language.

5. Explore other codes such as: visual codes (traffic lights, road markings, road and store signs, picture codes, sign language); sound codes (warning sirens, school bells, church bells, clock chimes, Morse code), and touch codes (Braille).

LISTENING SKILLS PROGRAM, Lesson 6

Tour in a time Machine

Description of Lesson Material

A brief introduction defines cave dwellers and provides some background information about them. Then the lesson takes the children on an imaginary time-machine tour. They return to the days of the cave dwellers, and must answer questions about the tour. A passage tells them that the origins of language are unknown and suggests two theories.

The children become aware that all people of the world do not speak the same language, and they hear utterances that have identical meanings presented in several languages.

As a final activity, the lesson asks the children to think about how they might communicate with other persons if the children could not speak any language and did not know any words. If they suggest any answers, accept any reasonable response.

Purposes of the Lesson

1. To develop and reinforce the concepts of language that were introduced in previous lessons.
2. To lead to the understanding that seeing the speaker and his actions is an aid to comprehending speech.
3. To provide an opportunity for creative thinking.
4. To develop vocabulary through the use of words in context: cave dwellers, past, language, invisible, mystery
5. To offer opportunities for visualization.
6. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. Yes
2. Right
3. No
4. No
5. Children will answer yes or no.

Suggestions for Extended Activities

1. Teach the children to say a few useful phrases in a language that is foreign to them. Phrases such as "thank you" or "good morning" are excellent because they may be used frequently at school.

2. Write the following sentences on individual 3 x 5 cards or tagboard:
   Come here. Be quiet. Good-bye. Look there.
   Look here. Stop. Come with me. I am cold.
   I am hot. I am happy. I am sad.
   Have the children play a game in which they take turns drawing cards and acting out the command given on the card. Other more complicated sentences may be added as the children develop skill.

3. Have the children divide into groups of four or five; each group may act out a play about cave dwellers of the Stone Age, using gestures and language that they think the people of that time might have used. This activity may be brief and done without special props. It provides an excellent opportunity, however, for the children to do research, gathering information concerning early man and his environment, and the entire group may produce appropriate props for plays.

LISTENING SKILLS PROGRAM, Lesson 7

Magic Make-Believe

Description of Lesson Material

This lesson begins with comments and examples that illustrate the pleasure to be found in fantasy. It asks each child to remember a daydream. The children hear that some daydreams make good stories. After this introduction to fantasy, the children are to participate in the development of fantasy by pretending with the speaker and by making a series of appropriate movements and sounds with their hands. As a final activity, the children are to close their eyes, listen to a short musical selection, and imagine something as they listen. Then they hear the following instructions. "After you stop the recording, use your crayons and paper to show a picture of something you imagined." The children also are to tell the teacher or friends something about the things that were imagined. The children may respond with detailed drawings or simple marks of color on paper. Accept any reasonable response, and do not discourage any child by unfavorably criticizing his response or lack of response.

Purposes of the Lesson

1. To provide related activities in language, creative rhythms and movement, and art.
2. To promote creative thinking, creative listening, and creative responses.
3. To give recognition to the value of fantasy and, at the same time, to help the children recognize the difference between the real and the imagined.
4. To reinforce, in context, the acquisition of the following word-concept relationships: make-believe, play-like, pretend, imagine.
5. To develop vocabulary through use of words in context: likely, more likely.
6. To provide practice in recalling a series of directions.
7. To provide practice in following directions.

Materials Needed

The children will need crayons and paper for making a picture.

Oral Responses

1. Children say whom they would pretend to be.

2. No.

Suggestions for Extended Activities

1. After the children have listened to the recording and completed their pictures, provide an opportunity for them to show the pictures and tell of some of their imaginings. Some children may not wish to participate and others may be eager to do this. Participation in this activity should be voluntary. Those who do not wish to participate either actively or by listening should be given something else of interest to do at this time.

2. Play a short musical selection for the children. Ask them to close their eyes, listen, and imagine. Afterward let the children divide into three groups by choosing one of the following activities: writing, telling, painting. Some children will choose to write about something they imagined while listening; others will choose to tell or paint. The children who write and those who tell may share their work within their groups and then select one story to read or tell to the class. The teacher may display paintings for the class to view.

LISTENING SKILLS PROGRAM, Lesson 8

Thank You

Description of Lesson Material

Through examples and questions, the lesson demonstrates the need for showing appreciation, illustrates and elicits ways in which people may show appreciation, and helps the children identify with others. The children respond aloud to questions. As a final activity, each child draws a picture of himself doing something for someone else.

Purposes of the Lesson

1. To develop an understanding of the value and use of language for communicating an emotion in a social situation.
2. To develop an awareness of the emotional attitudes and responses of others.
3. To offer an opportunity to participate creatively in a language experience.
4. To develop vocabulary by the use of words in context: appreciate, appreciation, appreciated, interested, appreciates.
5. To provide practice in following directions.

Materials Needed

The children will need paper and a pencil or crayons for drawing a picture.

Oral Responses

1. Children say words such as oh boy, gee, thanks, the best, thank you.
2. Children say words such as bad, unhappy, disappointed, sad.
3. Children say what they would choose for their birthday.
4. Children say what they would say to a friend who gave them a birthday present they really wanted but didn't think they'd get.

5. Children mention various things their teacher does for them and for other children.

6. Children will probably say, "Yes."

7. Children will say, "Yes."

Suggestions for Extended Activities

1. Have each child draw pictures of himself in a variety of social situations. (At his own birthday party, telling a story to a younger child, being helped by another child, helping another child, riding the school bus with his friends, etc.) After the child has finished his pictures, ask him to describe what is happening and tell what is being said.

2. Read Thidwich the Big Hearted Moose, by Dr. Seuss, to the children. Cut moose-horn shapes from pieces of construction paper or poster board, size 12 x 18, and attach the horns to the bulletin board. The children may make small animals and paste or thumbtack them to the horns. Some children may be imaginative in their creations or use of materials. If a child wants to make a spider, he may need thread for a web. A child can make a turtle from a walnut shell half, a rock, a section from an egg carton or a bottle cap. Use small pieces of tissue paper or wax paper for insect wings; pipe cleaners for insect bodies and legs. Children can make other animals of construction paper or they may draw, color, and cut out other animals. They can use brown crayon to color paper muffin cups for use as birds' nests. They can make a beehive of plastic clay. As the children work on the project, observe the things they are doing and discuss their work with them. Many opportunities for language development and for presenting general information will arise. (Does your insect need antennas? What could you use for the beehive? How many legs does your spider need?)

3. Show pictures of familiar family or school group scenes (children playing, holiday dinner, a picnic). Allow the children to react by role playing. ("I'll unpack the lunch.")

LISTENING SKILLS PROGRAM, Lesson 9

The Way You Say It

Description of Lesson Material

The lesson provides a practice in listening for word order, exercises in developing sensible word order, practice in listening for sound patterns in speech, and activities involving the use of sound patterns. The children will respond orally to some of the activities. As a final activity, the children are to make a picture that tells a story.

Purposes of the Lesson

1. To develop an appreciation for the flexibility of language.
2. To develop an awareness of word order as a part of language.
3. To develop an awareness of sound patterns (volume, tone, stress, pause) as a part of language.
4. To reinforce and extend language concepts introduced in previous lessons.
5. To reinforce acquisition of words and concepts introduced in previous lessons: cave dwellers, language.
6. To develop vocabulary through the use of words in context: arrange, sentence, sensible.
7. To provide practice in following directions.

Materials Needed

The children will need paper and pencils, crayons, or paints for making a picture.

Oral Responses

1. No
2. No

3. The dog ran fast, or The fast dog ran.

4. Andy played all day, or All day Andy played.

5. The boy helped the teacher, or The teacher helped the boy.

6. No

7. Animals like children.

8. The monkey laughed at the boys.

9. Yes

10. The water went over the bridge.

11. The ball hit Jake.

12. No

13. Yes

14. Yes

15. Happy small brown animals play.

Suggestions for Extended Activities

1. Use 3 x 5 cards or tagboard, and on each card print a sentence in mixed-up word order. Use these materials for a variety of games such as those suggested below:

   a. Groups of 2 to 4 players may place the cards in the center and take turns drawing from the stack and reading the sentences in sensible order. If a child reads his sentence in a sensible word order, he may keep the card. The child with the most cards at the end of the game is the winner. Determine the time allowed each player according to the ability of the group. Use a stop watch or clock with a secondhand to time each player.

   b. Divide the class into two teams. The teacher may read the word cards one at a time to the children in turn. The children may respond orally. A correct response wins a point for the team.

2. Have the children say the following sentences,

using various sound patterns to alter the meaning:

I may stay up late tonight.

You must drink a great deal of milk.

Mother will let me go there.

Did you call Mother?

I have a grandfather.

That's just great.

I didn't see that cat.

What a day!

Celia gave fish food to the cat.

The children or teacher may develop additional sentences.

LISTENING SKILLS PROGRAM, Lesson 10

Lightning Bugs

Description of Lesson Material

The lesson includes a humorous folk tale and leads the children through questions and comments, to consider the humor in the story and to recognize that events in the story are impossible. The lesson also uses riddles, jokes, and confused word order as other examples of ways in which language ixpresses humor. As a final activity, the lesson teaches this riddle to the children: Q - When does a man have four hands? A - When he doubles his fists.

Purposes of the Lesson

1. To develop an appreciation for the use of language in expressing humor.
2. To provide an opportunity for learning about humor and for expressing it through the use of language.
3. To provide instruction and practice in simple recall.
4. To reinforce skills taught in previous lessons.
5. To develop vocabulary through use of words in context: lightning bugs, fireflies.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. Children say what they like to do on summer evenings.
2. Children may answer, "Yes."
3. Children give various answers the question, "Can you think of one thing that you thought was fully?"
4. No

5. Yes

6. No

7. No, or possibly

8. No

Suggestions for Extended Activities

1. Obtain riddle and joke books form the school resource center, and place them where the children can browse throught them. Encourage the children who use these books to share their favorite riddles and jokes with the class.

2. Read a variety of humorous stories to the children, and encourage the children to discuss the following questions:

   What makes a story funny?

   What funny story do you like best?

   Why?

3. The class as a group may make up a tall tale. The teacher may act as secretary and write the story on the chalkboard. Have individual children choose portions of the finished story to illustrate. Have two or three children copy the story from the chalkboard and insert the illustrations. Other children may make a cover of heavy paper and staple the pages together to make a book. Leave the book in the classroom for the children to reread and enjoy; they may share it with another class.

LISTENING SKILLS PROGRAM, Lesson 11

Words Like Music

Description of Lesson Material

The lesson tells the children that people often write music that makes a listener have certain feelings. It presents musical selections exemplifying this. Then it uses examples to make the children aware that voice intonation and rhythm may also reveal moods and emotions. The children participate by identifying a peaceful, happy voice; an angry voice; a pleasant, kind voice; a frightened voice; a satisfied voice; a humorous voice; a pleased voice; and a tired voice. The children are told that if they listen carefully, they may notice when people sound tired. As a final activity, the lesson asks them to think of some ways they can help when their parents are tired.

Purposes of the Lesson

1. To develop an awareness of intonation and rhythm in speech.
2. To show the value of speech intonation and rhythm in deriving meaning from spoken language.
3. To develop vocabulary through use of words in context: lively, lullaby.
4. To provide a creative experience in listening for mood and emotion in music and speech.
5. To provide a follow-up activity to promote application of the material taught in the lesson.
6. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. Happy, lively

2. Yes
3. Yes
4. Yes
5. Yes
6. The second voice
7. Yes
8. Yes
9. Pleased and happy
10. Tired

Suggestions for Extended Activities

1. Select several passages of recorded music that suggest a mood or emotion. Tell the children to listen carefully to name the mood or emotion that the passage suggests. Children should not answer until the passage is over. Play the passages one at a time, and, after each, ask the children to name the mood or emotion the passage seems to suggest.

2. Provide opportunities for dramatic play in which the children show various moods and emotions through intonation and rhythm of speech. Place the actors (the children) behind a screen and place a radio in front of the screen. The children are to pretend that they are performing a play for radio. Short dramatizations involving familiar situations are best. The class may develop guidelines for criticizing the performance.

3. Have the children take turns saying one of the following sentences at a time to show varing moods and emotions:

   Oh, what a day this has been!

   We all saw it happen.

   It's time to go home.

   Oh, see what he did.

LISTENING SKILLS PROGRAM, Lesson 12

Cats, Tricks, and Superstitions

Description of Lesson Material

The lesson leads the children, through examples and a simulated discussion, to recognize the importance of being able to recall information they have heard. They hear that practicing remembering things improves memory. The lesson stresses the importance of thinking with the speaker and of visualizing. It presents two passages for practice. The children respond to the first passage by writing an X on their paper for each of four facts that they recall. Each child is told that if he has fewer than three X's on his paper, he needs more practice. The lesson then briefly reviews the suggestions for listening to remember. The second passage deals with superstitions and facts. After listening to the passage, the children have an opportunity to check their recall of the material. They listen to statements from the lesson and are to distinguish between superstitions and statements of fact. They are to clap one time each time they hear a statement of a superstition. Finally, the children are to talk for a few moments with their teacher or classmates about superstitious beliefs.

Purposes of the Lesson

1. To develop an awareness of the need to listen to be able to recall information.
2. To provide instruction in techniques of listening to be able to recall information.
3. To provide a practice in simple recall.
4. To reinforce acquisition of words and concepts introduced in previous lessons: described.
5. To develop vocabulary through use of words in context: message, international, improve, memory, superstitious, superstition.
6. To provide an understanding of the difference between fact and superstition as a basis for the later development of critical listening abilities involving evaluation of information.
7. To provide an opportunity for an exchange of ideas through the discussion of an assigned topic.

8. To provide practice in following directions.

Materials Needed

The children will need a pencil and one sheet of paper for this lesson.

Oral Responses

1. His mother will be back at three o'clock.
2. Yes
3. Yes
4. Yes
5. Children say the number of cat tricks they remember.

Written Responses

1. Children write an X for each cat trick they remember.
2. Children mark an X for each of the following untrue statements:

   A cat on a ship brings good luck.

   A cat has nine lives.

   Black cats cause bad luck.

   Black cats bring good luck.

Suggestions for Extended Activities

1. Have the children tell of superstitious beliefs they know. The teacher should act as secretary and record these beliefs. When a number of superstitions have been collected, over a period of several days, give the children large sheets of unruled paper of a consistent size. Divide the children into pairs and have each pair of children illustrate one of the superstitions from the teacher's listing and label or write the superstition under the illustration. Staple

the pictures together to make a book, and place the book on the library table.

2. Discuss possible origins of superstitions. ("How do you suppose anyone ever got the idea that breaking a mirror was bad luck?")

3. Read a short story to the children. Then reread the story. During the rereading, stop at points in the story and ask what should come next. ("And the gingerbread boy said _____.") If the children are having much difficulty recalling information, use simple well known stories. If they are more skilled, use more difficult and unfamiliar stories.

LISTENING SKILLS PROGRAM, Lesson 13

Curly

Description of Lesson Material

The lesson relates the fable, "The Dog and the Bone," but withthe events in illogical sequence. Then the lesson repeats the story, this time with events in proper sequence. This illustrates the importance of understanding the order in which events occur. Through questions about the story and through comments concerning sequence, the lesson leads the children to think further about the sequence of events. Next, it directs them to listen to another story, notice the sequence of events, and visualize events that are described. After the children hear the story, they are to answer questins involving an understanding of the sequence and the main idea. After they stop the recording, the children are to think about the following question: Children who live on farms or ranches usually have more pets than children who live in cities. Why? Think about this . . . . Why do farm children usually have more pets than children who live in the city?

Purposes of the Lesson

1. To develop an awareness of the value of understanding sequence.
2. To encourage listening for sequence when hearing stories or events.
3. To use visualization as an aid for understanding and recalling sequences of events.
4. To aid in the recognition of the main idea of a story.
5. To provide an opportunity for independent exploration of a couse-and-effect relationship.
6. To develop vocabulary through use of words in context: order.
7. To reinforce the understanding of words that indicate sequence through use of these words in context: when, first, last, next, one after the other, final, after, finally.
8. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. The dog stole a bone from a store.
2. His own bone was lost in the stream.
3. So listeners can understand the story.
4. Children whisper various guesses about the rest of the events in the story of the boy and the goat.
5. Yes
6. Curly was taken back to Uncle Ian's farm.
7. Uncle Ian brought the boy a baby skunk.

Suggestions for Extended Activities

1. Have the children dramatize stories and events. Dramatizing or re-enacting events leads to an understanding of sequence. Let the children provide or devise simple props.
2. Cut apart panels of a newspaper comic strip, and have the children arrange the frames in an appropriate order. Several comic strips contain a series of illustrations without words or with simple words. You can preserve these for frequent reuse by laminating them and storing each sequence in a separate envelope. In this way you can acquire a large collection over a period of time.
3. Many fables are excellent for illustrating cause and effect. Read and discuss some of these.

LISTENING SKILLS PROGRAM, Lesson 14

A Fairy Tale

Description of Lesson Material

This lesson, "A Fairy Tale," contains examples and specific details to lead the children to recognize some of the chacteristics of fairy tales. The lesson offers a brief comment about fairy tales and then asks the children to listen for pleasure to an adaptation of the ancient tale, "The Sensitivity Test" or "The Princess and the Pea." After hearing the story, the children are to classify as possible or impossible some of the events they heard about. As a final activity, the children are taught a riddle.

Purposes of the Lesson

1. To develop an appreciation for fairy tales.
2. To provide an opportunity to practice skills taught in previous lessons.
3. To develop vocabulary through the use of words in context: possible, impossible.
4. To provide an opportunity for listening to a tale for pleasure.
5. To teach a riddle.
6. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. A fairy tale
2. Yes
3. No
4. Yes
5. Children will say, "It can't happen," or

"something couldn't be."

6. Children will answer, "yes," or "No."

Suggestions for Extended Activities

1. Show the children a picture of an appropriate fairy tale setting and have them develop the plot and characters. Do this by asking them, "Who can be in this story? What do you think could happen here? What magic could happen in the story?" After they select the plot and characters, help them develop the details. Present the story to the children and allow them to dramatize it. Finally, the teacher teacher's aide may type and duplicate the story and distribute it to the class. If the class develps several stories of this type, duplicate them and staple them together to make books. The children may take them home to add to their personal libraries.

2. Have each child ask his parents or friends to tell him riddles. Allow the children to share these with the class.

3. Write two headings on the chalkboard: POSSIBLE and IMPOSSIBLE. Have the children supply short responses to be classified under these headings. Discussions will arise because the children will not always be in agreement. The children most often disagree about items to be classified as impossible.

LISTENING SKILLS PROGRAM, Lesson 15

About Birds

Description of Lesson Material

At the beginning of the lesson, the children hear a description of a bicycle accident. The lesson reviews the fact that words may describe things that happen. Then the children are to write a column of numbers from one to four down the left side of a sheet of paper. Next they are to listen to a short passage. After the children hear the pssage, they are to respond to one inference question, and two simple recall questions, by writing yes or no and to one question that involves forming an opinion. The children then check their answers. As a final activity, they listen to alonger story and respond aloud to two inference questions. They hear that the inferences which they draw may not always be correct and are asked to think of ways in which they maybe able to check information developed on the basis of inference.

Purposes of the Lesson

1. To develop an awareness of inference as a part of comprehension.
2. To develop an awareness of the importance of details.
3. To teach that conclusions based upon inferences may not be valid.
4. To provide practice in reaching conclusions based upon inferences.
5. To provide practice in simple recall.
6. To provide practice in following directions.

Materials Needed

The children will need a pencil and one sheet of paper for this lesson.

Oral Responses

1. Yes

2. No

3. Children may not be able to answer the question, "Why did the yellow warblers look after the cowbird's babies?"

Written Responses

1. Yes

2. Yes

3. No

4. Yes or no

Suggestions for Extended Activities

1. Ask the children to make inferences based upon actions. You or the children may perform the following actions:

Action	Probable Inference
A. Put on a coat and walk toward the door.	A. Going out where it is cold.
B. Cough, sneeze	B. Have a cold or an allergy.
C. Pick up a book, open it, look at the pages.	C. Reading or looking at a picture.
D. Take off shoe and rub toe.	D. Shoe hurts toe, or toe has been hurt.
E. Pick up chal, hold it in a writing position, and turn toward chalkboard.	E. Will write on chalkboard.

The suggestions listed above are only examples. The teacher and children maythink of other actions from which inferences canbe made. After children state each inference, the teacher should ask, "Can you be sure you're right?" The answer is no.

2. Describe actions such as those listed above,

and ask the children to make inferences based upon the actions described. Again the teacher should ask the children if they can be sure their guesses are correct.

3. Ask the children to infer mood or emotion based upon descriptions such as the one that follows:

Your dad promised to get the family a new TV set on Monday, but all week he was too busy. It was raining and cold when the weekend came, and he said you'd have to wait until next week.

LISTENING SKILLS PROGRAM, Lesson 16

Pandora

Description of Lesson Material

The lesson presents an adaptation of the Greek myth of Pandora and the box of troubles. It discusses explanatory myths, stating that they are stories developed to explain things that the people of long ago did not understand. The lesson leads the children to recognize that some things and events still are unexplained, but that people today look for causes or reasons for these things; that many things about which people wonder can be explained; that a person is sometimes able to discover causes without the assistance of others; that many times a person may learn causes by asking questions and listening to answers

As illustrations, the lesson presents, in conversational form, questions using the word why and answers using the word because as a signal that a cause or reason is about to be stated either in response to a question or as an explanation that the speaker wishes to provide. The children are to answer several why questions aloud and are to begin their responses with the word because.

Following this activity, examples show that the word because is not always used to point out statements showing causes. The children are to listen to samples of conversation for statements showing causes but not preceded by the word because. The children should softly state the causes they hear in the samples. As a final activity, the children are to think about the story of Pandora and the box and imagine how a trouble might look, flying from a box. They are to use their crayons and paper to make a picture of a trouble.

Purposes of the Lesson

1. To present a myth.
2. To provide some information concerning the original purpose of explanatory myths.
3. To develop an understanding of some ways of using language as a means of stating cause.
4. To provide practice in identifying statements of cause.

5. To teach the word because as a word often used to indicate a statement of cause.

6. To present a language-related, creative activity.

7. To reinforce and extend the instruction provided in preceding lessons.

8. To develop vocabulary: argued, myth, cause.

9. To provide practice in following directions.

Materials Needed

The children will need crayons and paper for making a picture.

Oral Responses

1. No

2. No

3. Because I don't want to have cavities, because my mother makes me, because I like the taste of toothpaste, or other similar responses.

4. Accept any reasonable response to the question, "Why do most children like to hear stories?" if it begins with because.

5. The dog was very dirty.

6. He wanted to see if there were any eggs in it.

7. A bird is clean and takes up very little room.

Suggestions for Extended Activities

1. Many children will enjoy illustrating myths that they hear. Use these stories to stimulate ideas and encourage creative painting.

2. The children may play a game involving cause and effect. One child or several children may pantomime a cause-and-effect situation, and the class may explain it. The teacher may need to assist the players in developing the pantomimes by stimulating ideas or by raising ques-

tions to lead the players to develop their activity. This activity aids in developing the children's ability to understand cause-and-effect relationships and their ability to present and relate events in correct sequence.

3. Divide the children into groups of five, and give each group a picture showing a result. Have each group develop a story about the picure: the group should share the story with the class. Encourage the children to be creative in deciding upon the means by which they will share their work with the class. They may write the story, act it out as a play or puppet show, tell the story, or make additional illustrations. The teacher should not dictate the method that the children are to use but should move around the groups to raise helpful questions, stimulate ideas, and in general, give assistance when it is needed.

LISTENING SKILLS PROGRAM, Lesson 17

Fairs

Description of Lesson Material

Music establishes a mood of mystery at the beginning of this lesson and accompanies a series of one-word questions: "Who?" "Where?" "When?" What?" "Why?" "How?" The lesson states that by listening the children can find the answers to some things they wonder about, and they can learn of things they have never thought about or wondered about. The children are to listen to a short passage to learn when fairs first began. After hearing the passage, tey hear questions which they may answer aloud. They are to listen to a second passage to learn how fairs of today are like those of long ago. Following the second passage, the children hear statements and questions. They answer by raising their right hands, by clapping, or saying something softly. As a final activity, the children are asked to consider why, long, long ago, there were no world's fairs. Accept any reasonable response.

Purposes of the Lesson

1. To develop the ability to integrate knowledge and experiences with new information.
2. To promote thinking of a cause-and-effect relationship.
3. To develop the ability to recognize relationships between items of information.
4. To develop vocabulary through use of words in context: fair, trade, traded, trading contests.
5. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Response

Walking; riding horses or donkeys or camels; in carts or wagons; or some other reasonable way of

going to a fair.

Suggestions for Extended Activities

1. Have the children relate lessons they have learned through experience. Initiate the discussion by relating an experience that taught you a lesson.

2. The children can thumb through old magazines and clip pictures showing the history of the development of transportation on land. Have them mount the pictures in sequence on the bulletin board.

3. Through discussion, help the children develop the concept of the value of goods. (What would you take in trade for your coat? What would you take in trade for your favorite toy, etc.)

LISTENING SKILLS PROGRAM, Lesson 18

Guess Again

Description of Lesson Material

Throughout this lesson the children are to use context clues so they can make correct inferences and deductions. They must respond aloud. The lesson condludes by asking the children to make a picture of what happened to a little boy, Milton, precariously perched on various objects, after he reached up high for a book.

Purposes of the Lesson

1. To develop an understanding of the use of context to improve both listening and reading skills.
2. To provide practice in the use of context.
3. To provide practice in listening attentively.
4. To provide practice in visualizing a sequence of actions.
5. To provide an experience that illustrates that conclusions or opinions are not always correct.
6. To develop the ability to consider a situation in terms of results.
7. Toprovide an opportunity for creative participation in a language-related activity.
8. To provide practice in following directions.

Materials Needed

The children will need paper and a pencil or crayons for making a picture.

Oral Responses

1. Cat or kitten
2. Warm

3. Morning
4. Money, nickel, or change
5. Snow, rain, or storm
6. No
7. Ground
8. Winter
9. Leaves
10. Evergreen
11. Green
12. Tails
13. Eat
14. Winter months

Suggestions for Extended Activities

1. Read sentences from which words have been omitted. Have the children supply the missing words by using the context. (Because I was sleepy, Mother told me to go to _____.)

2. On the chalkboard or a large chart tablet, write several sentences from which a word has been omitted. Leave a blank for the missing word. Read the sentences with the children and have them supply the word that is needed. Write the word in the blank.

3. Use the same procedure described in number two above, but place the initial letter or letters (sound-spelling relationships) of the missing word in the space provided for the word. Lead the children to become aware that context clues and initial sound-spelling relationships limit the number of words that will correctly fill the slot. Help them realize how they may use this knowledge to assist them in reading troublesome words.

4. Have the children predict what someone they know will say or do in a given situation. (What do you think Mr. Long will say when he

visits our classroom and sees the puppet theater we have made? What do you think the librarian will say when we tell her we've written a book of our own?) Select situations in which they can check their predictions.

LISTENING SKILLS PROGRAM, Lesson 19

What Might Happen

Description of Lesson Material

In this lesson the children answer questions leading them to predict outcomes or results. The fable, "Four Young Men and a Lion," and a passage concerning the invention of the sheel illustrate important concepts. The lesson concludes by asking the children to notice wheels that they will see during the day and to consider how their lives would be changed if, suddenly, there weren't any wheels.

Purposes of the Lesson

1. To illustrate the value of the ability to predict results.
2. To develop the ability to predict results.
3. To lead to the recognition of the importance of man's ability to inquire.
4. To provide practice in recall.
5. To develop vocabulary through the use of words in context: assemble, skeleton, fable.
6. To contrast a fable and a factual passage.
7. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. They don't want me to get hurt; they don't want me to be hit by a car; or a similar response.
2. You might get burned.
3. You might break something; you might be scolded or punished; or a similar response.

4. You might get bitten.

5. You might get a bad cold or get sick; your mother might scold you; or a similar response.

6. The fourth.

7. They might be ruined; they would get wet; or a similar response.

8. It might die.

9. It might rip.

Suggestions for Extended Activities

1. Make "What Happened" riddles by describing an action and asking the children what will happen next (I took a handful of bread crumbs and scattered them on the sidewald. Do you know what happened next?).

2. In social studies and science, lead the children to hypothesize. Raise and develop questions to fit the curriculum of the individual school and the needs and abilities of the students. Children could consider what might happen if all stores were specialty shops and sold only one type of goods; what might happen if there were no schools; what might happen if there were no insects. In a coastal community, the children could consider what might happen if the waterline were to recede ten miles from the present shoreline.

3. Ask the children to list the thing they would need if they were going to open a toy store or some other type of store. The teacher may act as secretary and write the lists on a chart tablet. Group the lists under like headings suggested by the children's responses (equipment, stock, helpers). From this point the activity may take a number of different directions. Where could a person get the money needed to open a store (borrowing, paying for the use of borrowed money, repaying loans) is a question involving many basic concepts that second grade children are capable of grasping. The children may enjoy setting up a model store in the classroom.

4. Read several "how" stories to the children. Rudyard Kipling's "how" stories delight many children of this age.

LISTENING SKILLS PROGRAM, Lesson 20

A Babe in Her Pocket

Description of Lesson Material

A poem, questions, and comments lead the children to understand that listening may help extend experience. The lesson offers passages about Australian marsupials. It asks questions, and the children may respond aloud. At the end of the lesson, the children are to consider how they are able to distinguish dogs from cats, and they are to think of the differences between the two.

Purposes of the Lesson

1. To develop an appreciation of listening to help extend experience.

2. To develop an interest in inquiry.

3. To develop, by use of the context, the ability to make comparisons: no taller than you are, middle-sized, twice as big as that, a little taller and heavier than most men, as tall as a one-story house, as small as rabbits, could leap across your classroom, travel almost as fast as a horse, pouch which is made like a pocket, about the size of a small dog, head and tail like a dog's, stripes that look like tiger or zebra stripes, no larger than a big house cat, fit easily into the palm of one of your hands.

4. To lead to an understanding of comparison for purposes of classification.

5. To develop vocabulary through use of words in context: designed, pouch, leap, joey, Tasmanian wolf, koala.

6. To provide practice in following directions.

Materials Needed

The children will not need any materials for this lesson.

Oral Responses

1. There are very few Tasmanian wolves alive anymore.

2. Some children may answer yes, some no.

3. No

4. Yes

Suggestions for Extended Activities

1. Have the children collect animal pictures from old magazines. Help the children classify the pictures according to a number of criteria (wild and tame animals; land and water animals; animals with two, four, six, eight,or no legs; woodland animals; animals with pouches). Place classification headings on the bulletin board or on large sheets of tagboard and tack or paste the pictures under the correct headings.

   To involve children in this activity, divide them into study groups of fives, and have each group select a different classification. Consider extending this activity by correlating it with certain aspects of the social studies and science curricula and with creative writing and art.

2. If you have a classroom pet, have the children study and compare its characteristics with those of other familiar animals.

3. From publishers of encyclopedias, order tear sheets on various animal topics. Make this material available in the classroom so that the children may examine the pictures. The material will also serve as a handy reference source for the teacher. Try to have such material available at the time you use this lesson.

LISTENING SKILLS PROGRAM, Lesson 21

What To Do

Description of Lesson Material

A poem, a question, and the comments of a group of children motivate students to become involved in this lesson. The lesson offers suggestions for improving the children's ability to understand directions and several practice exercises follow. The first of these instructs each child to fold a sheet of paper in half, unfold it, place it on his head, put his hands in his lap, listen for a bell, and then take the paper off his head. The second exercise instructs each child to write a column of numbers from one to four dowen the left side of the paper, beginning on the first line. The third exercise instructs each child to draw a small circle around the numerals one and four, and a line under the numerals two and three. The final activity gives information and asks questions concerning the traffic light as a nonverbal means of giving directions. The children think about the following question: At what other times do colors give directions? Accept any reasonable response.

Purposes of the Lesson

1. To improve the child's ability to follow directions.
2. To provide practice in following a series of directions in sequence.
3. To develop the child's concept of symbols, including words as symbols.
4. To develop vocabulary through the use of words in context; directed, directions.
5. To provide an opportunity for critical thinking.

Materials Needed

The children will need one sheet of ruled paper and a pencil.

Oral Responses

1. Yes

2. Yes

3. Yes

4. No

Written Responses

1. A column of numerals from one to four down the left side of the page, starting with the top line.

2. Small circle around 1 and 4; line under 2 and 3.

Suggestions for Extended Activities

1. The children hear directions every day in the classroom. Provide some instruction along with these directions. Before giving instructions to which the children are to make a series of responses, give the children suggestions for listening to the directions. The same suggestions are not applicable to all situations; so, suggestions, to be most effective, should be specific and suited to the particular situation. (Think about what you are told to do. Think with me. Imagine what you've to do. As you listen, imagine doing this. Listen to all of the directions before you begin working. Imagine how this will look when it is finished.)

2. Make a game of following directions. Use about 35 3 x 5 cards or tagboard. Write a series of five directions on each card. (1. Go to the door. 2. Open the door. 3. Close the door. 4. Go to your seat. 5. Don't sit down.) To play the game, have a child select a card, read it silently, read it to the class, and hand it to a second child. The first child then follows the directions given on the card. The child with the card checks each step. If the first child fails to follow the directions correctly, he takes the second child's place. The second child chooses a new player and the game continues. The words on the cards should be very simple and direct to avoid any embarrassment because of reading difficulties. A committee of children, with some direction and assistance from the teacher, may make the cards for the game.

3. Have the children draw a sequence of pictures

to stand for sentences. Some children may be very imaginative.

Examples:

I saw two girls.

(The children might draw a picture of an ey. for the word I, then write the word saw, then draw A PICTURE OF TWO GIRLS FOR THE words two girls.)

Fish are in the water.

(The children might draw a picture of a fish, write the words are in the, then draw a picture of water.)

LISTENING SKILLS PROGRAM, Lesson 22

Goats are Like Elephants

Description of Lesson Material

The lesson contains exercises on noticing likenesses and differences and on grouping according to similar characteristics. The exercise provides instruction and practice in following directions. The children reply aloud to a nember of questions, draw figures on sheets of paper, and use the figures they have drawn for exercises on grouping. As a final activity, the children make a picture of something that is not an elephant but is like an elephant in some way.

Purposes of the Lesson

1. To provide practice in noticing likenesses and differences.
2. To develop some concepts involved in making classifications for grouping.
3. To provide practice in classifying, to lead to development of critical thinking and listening abilities.
4. To develop vocabulary by the use of words in context: shapes.
5. To provide instruction and practice in following directions.

Materials Needed

The children will need six pieces of paper approximately 3" x 3" and a red, a green, and a black crayon. After they complete the lesson, the children will need an additional large sheet of paper and crayons or paints for making a picture.

Oral Responses

1. Yes
2. No
3. Because they are not the same color or size

4. Because they are not the same size or color

Suggestions for Extended Activities

1. Use four red, four green, four blue, and four brown sheets of 9" x 11" construction paper. Cut a large square, a triangle, a circle, and a hexagon of each color. Use four red, four green, four blue, and four brown half-sheets of 9" x 11" construction paper, and cut a small square, triangle, circle, and hexagon from each half-sheet. Place these figures on the floor in random order in the center of a circle of children. The circle should be quite large to allow freedom of movement. The children may take turns grouping the objects. The child who begins the game may say, "I will group like colors." After the child has completed the task to the satisfaction of the other players, he may choose someone else to be "it." The next player chooses a way of grouping. He may say, "I will group shapes," or "I will group only squares," or "I will group by size." After he has completed his grouping, he calls upon another child and the game proceeds as before. For satisfactory amount of participation, limit the number of players to six or eight. Not all the children in the class will need this practice. If some child is unable to think of a way of grouping, the other players or the teacher may help by making a suggestion.

2. Duplicate puzzles such as those below, and have the children identify the common features.

   How are these shapes ((((((((((((((

   like these shapes?))))))))))))))

   Write your answer here_____

   _____

   How are these shapes % % % % % % % %

   like these shapes? ////////////////

   Write your answer here _____

   _____

3. Provide two boxes. Label one, Things I Can Do, and the other, Things I Have. Make or select

from the classroom supply, flashcards to fit headings such as these: jump, run, hop, skip, help, work, and doll, dress, shirt, cap. Mix the cards and have the children classify them by placing them in the appropriate boxes. Several children may participate or only one may play.

LISTENING SKILLS PROGRAM, Lesson 23

The Eagle Has Landed

Description of Lesson Material

This lesson describes some of the many things that the first men on the moon were expected to do during their short stay there. It tells of the small notebooks that were attached to the sleeves of the space suits and the use of the notes in these notebooks as a checklist or reminder of the tasks the astronauts were to accomplish. It demonstrates ways in which the children can also make notes as reminders. The children practice making notes. The children practice making notes. The children use picture writing, written words, or both. This lesson demonstrates the fact that notes made as reminders for oneself need not be meaningful to others. As a final activity each child draws a picture of himself as an astronaut exploring a faraway planet.

Purposes of the Lesson

1. To introduce note-making as a means of remembering information.
2. To provide practice in making notes.
3. To demonstrate the use of pictures for communication.
4. To reinforce concepts of written words and some pictures as codes representing oral language which, in turn, represnets relationships between concepts.
5. To developvocabulary by using words in context: astronauts, remind, reminders, note, notes.
6. To provide an opportunity for creative participation in language activities.
7. To provide practice in following directions.

Materials Needed

The children will need one sheet of paper and a pencil for making notes and an additional sheet of paper and crayons or paints for making a picture.

Oral Responses

1. A flower
2. Paste, a pencil, and a ruler
3. Feed the dog, wash the dishes, and water the flowers

Written Responses

1. Pictures of a jar of paste, a pencil, and a ruler.
2. Pictures, words, or both communicating: feed the dog, wash the dishes, water the flowers

Suggestions for Extended Activities

1. Listen to the recording and study the note-making technique the children are taught in this lesson. Provide additional practice, within the context of other school acticities, in making notes. (Children may take notes of things they observe on field trips, of things they need to remember to bring to school, of things they are asked to do, of observations made in some science activity.) Remember that notes of this type are intended for personal use and need not be legible reading for others.
2. If possible, obtain from a local Indian guide leader (YMCA father-and-son organization), a Boy Scout leader, from the Inter-Tribal Indian Ceremonial Association (Gallop, New Mexico), or from the school resource center, charts and pictures of American Indian picture writing and painting. Display these in the classroom and discuss their purpose and value. Some children may enjoy coping designs and pictures. Others may bake original drawings using the same style.
3. A wealth of free and inexpensive material is available concerning the first explorers on the moon. Use selected photographs of this lunar landing and moon walk to stimulate discussion. ("How do you think the surface of the moon feels? The astronauts could not touch it. They wore gloves." "Does the surface of the moon look like

any place you have seen on earth?" "What changes does weather - wind and rain and ice - cause on earth?" "There isn't any weather on the moon. What does this tell us about the moon?")

LISTENING SKILLS PROGRAM, Lesson 24

Hear This

Description of Lesson Material

This lesson reviews the value of listening and evaluates the children's acquisition of some of the skills introduced in previous lessons. It uses ten statements, each requiring the child to make an X or no mark. The lesson concludes by asking the children to draw a picture of a house with three windows and a door. Each child is to wirte his name under his picture; then the children are to give their pictures to the teacher.

Purposes of the Lesson

1. To demonstrate the value of listening.
2. To review listening skills taught in previous lessons.
3. To reinforce acquisition of some of the words, phrases, and concepts introduced in previous lessons.
4. To provide information for the teacher about the general listening ability of the children.
5. To provide practice in following directions.

Materials Needed

Each child will need one sheet of paper and a pencil.

Oral Response

The children name some of the things they like to listen to at home.

Written Responses

1. The children are to write a column of numerals from one to ten down the left side of a sheet of paper, starting on the top line.
2. 1) X
   2) no mark

3) X
4) no mark
5) no mark
6) X
7) no mark
8) no mark
9) no mark
10) no mark

Suggestions for Extended Activities

Much of this lesson involves the children, as well as their abilities to recall and understnad what they hear. Their performance will help you evaluate their ability to follow directions.

On the children's papers, items one, two, three, and four evaluate auditory discrimination abilities; number five evaluates listening for details and visualization; number six, recall; seven, cause and effect; eight, noticing and interpreting specific details; nine, fact and fantasy; ten, interpretation of pause, stress, and intonation in speech. The work on the reverse side of the page requires understanding, retaining, and responding correctly to oral directions.

If a child makes more than three mistakes, he probable needs more instruction.

Study the students' responses and select appropriate activities from the Suggestions for Extended Activities in this guide to provide additional practice for the children.

If the Listening Skills Program Ia (First Grade) is available, you may use Recordings 9 through 12 with the children who have difficulty, reteaching and reinforcing many of the skills taught in Listening Skills Program Ib. Listening Skills Program Ia presents material in a more simplified manner and does not require the children to write any response.